

# THE SCHOOL REVIEW

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## EDUCATIONAL NEWS AND EDITORIAL COMMENT

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### EDUCATION FOR CITIZENSHIP

CAN we teach citizenship?" is the arresting question to which Kermit Eby, associate professor of the social sciences in the University of Chicago, addresses himself in the *Phi Delta Kappan* of last November. Professor Eby's experience as a high-school teacher of civics, as a leader of the Chicago Teachers Union in the late 1930's, and as director of research and education for the CIO enables him to discuss this question in more than usually realistic terms. Essentially, his answer is that "the survival of democracy and democratic institutions depends upon the people who work at the job of being good citizens; people best learn how to be good citizens by practicing the arts of citizenship."

Like the writer of these notes, Professor Eby found the courses in civics (or civil government) of thirty and more years ago both dull and useless. Professor Eby's revolt against unimaginative teaching in a field so po-

tentially interesting led him, when he, in turn, was teaching civics, to attempt "to put some flesh on the dry bones of government":

My students and I attended political rallies, interviewed candidates, visited city councils and state legislatures—yes, even organized an Andrew Jackson Club which later became the Young Democrats of Ann Arbor. To this day the interest in public affairs of these students of mine has not waned, and their influence is felt.

Professor Eby holds that "boys and girls of high-school age are stimulated by their teachers' participation in community and political organizations," that they tend to model their lives after such a teacher rather than after one who just talks about such matters.

<i>Education by participation</i>	To bring home to adult citizens and to pupils in social-studies courses the idea that really active citizenship includes participation in party activities, the League of Women
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Voters (Washington 6, D.C.) has published a pamphlet, *What's the U.S. to You? A Quiz about Politics*. Such questions as these are asked: "How can I join a party?" "How, where, and when are my local candidates nominated?" "How can I become a candidate for local office?" Use of this pamphlet in social-studies classes would begin a process which would ultimately lead pupils to a full and active adult citizenship. In Professor Eby's words, such students would learn "to become precinct captains and postpone until they have served their apprenticeship the idea of becoming president, quit grumbling about smoke-filled rooms and fill a few with their own smoke: in a word, take part in caucuses, develop and elect their own candidates."

Those civics teachers who are not ready to follow Professor Eby all the way but who want to teach government realistically may be interested in the inquiring-reporter technique used by Mr. Charles Brodsky, a teacher of United States history in the Central Commercial and Technical High School, Newark, New Jersey, who describes his approach in *Social Studies* for January. Ten students in a class went as individuals to try to find out who ran their city. The other twenty students, organized into small committees, attempted to discover how good their city services were. The face-to-face, off-the-record interview was the chief method used; some class time was given to "demonstrating the proper way to interview strangers on a busy street." The results were inter-

esting. In addition to gaining a wealth of firsthand information, the students "lost much of the pat disillusionment with local politics that is so common," and they gained insight into the real power factors in the city and the ways in which "pressure politics" actually functioned.

*Chicago's course in civics* The Chicago public schools have recently developed the framework for a two-semester, twelfth-grade civics course which, properly implemented, may answer Professor Eby's question affirmatively. The mimeographed "Tentative Course of Study in Civics," from which learning units will be developed, begins with two vital questions: "How can I learn to think critically about public affairs?" "How can I participate effectively in the political process?" Interesting activities and good references cover the standard topics of policy-making and administration in American government, deal with Chicago's local government, and consider seriously the role of public opinion and pressure groups. The functioning of government under the differing ideologies of prewar Germany and Italy, of the Soviet Union, and of contemporary Britain and the United States is also studied.

In the second semester some of our major problems of urban living, such as education, housing, health, social security, safety education, labor-management problems, and intergroup relations, are studied as subunits of the

large unit, "How can the human resources of our nation best be used for the common good?" The semester ends with a consideration of ways of working for world peace and security.

Doubtless, the more intensive study of a smaller number of topics than is conventional in many "problems" courses, and of problems closely related to the everyday living of the students, will vitalize the work greatly. Yet there must be some reservation about the inevitable narrowing of outlook which is involved. Should the urban citizen be taught nothing of the peculiar problems of the farmer? What shall be done to promote understanding of the immediate need for vigorous conservation of our topsoil and of other natural resources? Is not one of the least talked about yet most important areas of intergroup education that which is, or should be, concerned with diminishing the mutual ignorances and prejudices of the rural and the urban American about each other?

But these criticisms are minor. The new civics course, where materials and the skill in their use is adequate, may help eventually to raise the level of the political process in the city which Lincoln Steffens found—like others since his time—to be more concerned about "representative" than about "good" government. More such civics courses might point out to the young how we might begin to get *both*. And, as the young became older, perhaps fewer would relapse into a futile cynicism to excuse their own failure to be active, intelligent citizens.

*Teaching controversial issues* If controversial issues are to be taught (and they must be if education for citizenship is to be at all realistic), the teacher has an obligation to see that, so far as possible, the "cards are not stacked" for one point of view. At the same time, limited school budgets for classroom and other libraries force the alert teacher to look for all the relevant free material he can get. Such material varies greatly, from relatively objective treatments to pamphlets using all the tricks of propaganda.

Of course, the school should have a clearly defined policy on the use of such materials, and the teachers should know and follow that policy. Under three conditions, it seems to the writer, use of such materials is justified: (1) The teacher should see to it that all important points of view on an issue are fairly represented in the materials made available to students. (2) The school library budget must be large enough to allow purchase of materials representing points of view of groups which may not be so wealthy as their opponents. (3) The students should be taught how to read and criticize such materials and should be constantly encouraged to do so.

The National Association of Manufacturers (New York 20, New York) offers a great variety of free material to the schools, ranging from the comic-book-style "Fight for Freedom!" through "inspirational" speeches, to the very useful "You and Industry" and "Economics-in-Action" series,

and to research studies suitable for college classes in economics. The Department of Research and Education of the Congress of Industrial Organizations (Washington 6, D.C.) gives a good deal of information in its booklet, *The CIO: What It Is and What It Does* (\$0.15). The Institute of Life Insurance (60 East 42d Street, New York 17) has a useful *Handbook of Life Insurance* for high-school economics students and a less detailed but more lively *A Date with Your Future* for home-economics students. Some of the statements on taxation, international trade, and the dangers of direct economic controls in peacetime put out by the Committee on Economic Development (444 Madison Avenue, New York 22) may be used at the college level.

The NAM also is distributing thirteen broadcast scripts of "It's Your Business," in which current economic-political issues are discussed by leading businessmen and some educators. The March of Time Forum Films (360 Lexington Avenue, New York 17) offers three one-reel, 16-mm., sound, black-and-white films on "Your Government": one on the presidency, one on Congress, and one on the Supreme Court. These are available in sets at \$100.00.

*Educating for active citizenship* Among other recent publications which will interest the social-studies teacher who is educating for active citizenship is *America's Stake in Human Rights* (Bulletin 24 of the National Council for the Social

Studies, 1201 Sixteenth St., N.W., Washington 6, D.C., \$0.25), prepared by Ryland W. Crary and John T. Robinson. In this resource unit, teachers are offered a wealth of suggestions for exploring with their students the frontier of human rights today. The National Council has also issued a second edition of the very useful *Selected Items for the Testing of Study Skills* (Bulletin 15, \$1.00), by Horace T. Morse and George H. McCune.

*Social-studies materials* The National Council for the Social Studies recently issued a *Bibliography of Textbooks in the Social Studies for Elementary and Secondary Schools* (Bulletin 23, \$0.75), by Alice W. Spieseke. It includes textbooks revised or published for the first time between March 1, 1939, and July 1, 1948. Workbooks and lower grade readers are not included, nor are college textbooks or textbooks outside the social studies as usually understood in this country. A supplement listing the social-studies textbooks published in the year following July 1, 1948, was published in the December issue of *Social Education*.

Most social-studies teachers, and some others, will probably be interested in the series of review articles which *Social Education* inaugurated in October with "Recent Developments in Curriculum Construction." Each article is supposed to review the leading publications in its field for the preceding three years, though slightly older works are occasionally included. The December issue reviewed works on



curriculum and method in the teaching of the social studies in the elementary and secondary school (including the junior-college years). Later articles in the series will review works in such fields as economics, anthropology, political science, the Far East, American history, and educational theory.

#### THE TOLERATION OF AMBIGUITY

UNDER this arresting title Professor Edgar Dale, of Ohio State University, wrote one of his most thought-provoking editorial articles in last October's issue of *News Letter* (Bureau of Educational Research, Ohio State University, Columbus, Ohio). He asked the question which has bothered many of us:

How can we get our students to be willing to see life, not in some two-valued, either-or fashion, but as having many not-so-easily-classified ways of reacting to it? How can we get them to realize that there is no neat, easily stated solution to difficult social problems?

Professor Dale concludes that we must realize that our democratic unity is the "unity that comes from diversity":

It means that on controversial questions—those on which experts have differences of opinion—we must use the method of discussion. It means that we must learn to disagree without being disagreeable.

But informed class discussion on real issues—as distinguished from "recitations," lectures, and "exchanges of mutual ignorance"—is certainly not the rule in American social education on the college level. I recall

the college teacher who once bemoaned the fact that he had to stop his lectures in political theory now and then for a question which compelled him to "waste time in discussion." No doubt, things are better in this respect at the high-school level—though one wonders sometimes how much better. There, at least, class size is such that discussion is possible.

Discussion is also facilitated if the students have read materials in which there are ideas to discuss. Too much of the reading in the social-studies area consists of other people's conclusions, with meager illustration and no attempt to present opposing points of view. Of course, the alert teacher can remedy the situation, though the obstacles to doing so are often considerable.

But recent years have seen improvements in this respect—improvements stemming largely from the use of pamphlet and other current materials in "problems" courses and from the increased use, in some colleges, of primary sources of several kinds to provide material for thought in courses in which the historical approach is dominant. One such selection of materials, chosen from the "great originals" of American political and social thought, appeared within the past year. *The People Shall Judge* (University of Chicago Press, 1949, \$9.00)—a two-volume work of more than a million words—provides primary materials ranging from the Mayflower Compact to the North Atlantic Pact. The selections are chosen to represent some of the leading ideas which

have been influential in the continuing debate which Americans have carried on for several centuries on recurrent problems of their common life. For several years, these materials were used in a preliminary edition as the basis for discussion by students most of whom were of upper high-school age. For a more extensive account of this book the reader will have to look elsewhere, for the author of these notes was too closely involved in its production to review it as well. But on its use as a basis for profitable class discussions, the following quotation from Dean F. C. Ward's Preface may be appropriate:

It is not enough to show students how the judgments of their forefathers helped to make their nation's history. The students must themselves practice judgment. This is why the course is conducted by means of discussion classes in which the readings this volume contains and the historical decisions they illumine are subjected to critical examination. In these discussions "learning" and "thinking" advance together in so close an alliance that, in the end, what the student "knows" is not what he has been told to learn but what his own active analysis has led him to believe or to doubt. . . . Surely, a democracy should invite its citizens to learn and to think in this inquiring way. Surely, a democracy whose citizens do so learn and think will be well and freely served.

#### TEACHING UNITED STATES AND WORLD HISTORY

**T**HE teaching of more conventional-ly organized work in our national past is being vitalized in other significant ways. The "constant reader" of the *School Review* will recall, as an example, the procedures described by

Professor George F. Kneller, of Yale University, in the November issue.

*Teaching with maps, radio, and films* Professor Edgar B. Wesley, of the University of Minnesota, has just published a booklet on *Teaching Social Studies through Maps* (Denoyer-Geppert Co., Chicago 40) to accompany their series, "Our America." William Bender, Jr., reports in the *University of Michigan School of Education Bulletin* for October on an interesting radio series, "Treasures off the Shelf," which was inaugurated at Ann Arbor this fall. Each broadcast re-creates a historical episode; the next week the William L. Clements Library puts on display an original document which was connected with the event dramatized. The initial program, for example, was built about the letter which reported to Queen Isabella the safe return of Columbus from his first great voyage. The Encyclopaedia Britannica Films has recently released five films for high-school classes in American history and literature. These five two-reel, 16-mm. sound films present significant aspects of the lives, respectively, of Benjamin Franklin, Thomas Jefferson, Washington Irving, James Fenimore Cooper, and Henry Wadsworth Longfellow.

*Local and regional materials* Finally, teachers of United States history and of state and local history should become familiar with the new series of the magazine, *American Heritage*, published quarter-

ly by the American Association for State and Local History (State House, Montpelier, Vermont). Unlike its predecessor, which was devoted chiefly to articles of a pedagogical nature, the new series consists mainly of illustrated articles on one or two regions (the Fall number was on New England, the Winter issue on Minnesota and Colonial Williamsburg). William G. Tyrrell's section, "Seeing and Hearing History," and Ralph Adams Brown's "From the Heritage Bookshelf" keep the reader abreast of recent developments in audio-visual materials and in books relating to local and regional history.

*Who studies the history of the U.S.?* Howard R. Anderson, of the United States Office of Education, deserves commendation for his pamphlet, *Teaching of United States History in Public High Schools: An Inquiry into Offerings and Registrations, 1946-47* (Office of Education Bulletin 1949, No. 7). A few years ago, some rather wild charges were made about the failure of the schools to teach our national history. Dr. Anderson's study makes clear that, if college Freshmen do not know what some people think they should know about our past, it is not for want of exposure to United States history courses in the public schools. Among the more interesting findings are the following. The great majority of pupils in Grades VII and VIII take a two-semester course in United States history; a year's work is again the rule in the senior high school for almost all pupils. In both

junior and senior high schools there has been a significant increase in the proportion of pupils taking courses (in 1946-47 as compared with 1933-34) which were designated as United States or American history.

Most of the United States history courses at both levels include both topically and chronologically organized units. In the senior high school almost 50 per cent of the total time is devoted to developments since 1865, 36-40 per cent in the lower years. Local and state history is a significant part of about 25 per cent of these courses. About 6-10 per cent of the median time of these courses is devoted to the study of the United States Constitution and government.

*History of the world* The 1949 Yearbook of the National Council for the Social Studies, edited by Edith West, of the University of Minnesota High School, is *Improving the Teaching of World History* (\$2.50 paper; \$3.00 cloth). When one considers the immensity of the problem posed by this work, it seems most unfortunate that it occupies 170 fewer pages than did the excellent Seventeenth Yearbook, which dealt with the analogous problem in United States history. Teachers will find especially useful the chapters on teaching time and place concepts, on audio-visual and reading materials, and on evaluation. Curriculum makers will find most fruitful some of the suggestions made by Professors Haefner and Skretting on two-year sequences in world history. There are only a few

hints that the study of world history properly conducted might have some value for the development of the ability to think critically. The last section of the work has some "interpretations" for the teacher of world geography, anthropology, ancient and medieval history, and modern social and economic developments. The excellent treatment of modern economic developments suggests the need for a similar chapter on the background of our country's recent political failures on the world scene.

The study and application of the better ideas in this work may contribute to the improvement of the world-history course, but much more thinking will have to be done, and the results of that thought widely disseminated and applied, before the study of the past of the non-American world is in a healthy state in most of our schools.

#### STUDY OF CULTURE IN GENERAL EDUCATION

ANOTHER recent publication of the National Council for the Social Studies is *Improving Human Relations through Classroom, School, and Community Activities* (Bulletin 25, \$0.50), edited by Howard H. Cummings, of the United States Office of Education. It consists of reprints of articles in this area which have appeared in *Social Education* during the past decade and of relevant parts of the Sixteenth Yearbook, *Democratic Human Relations* (1945). Perhaps the one article which would have the most beneficial

effect on the secondary-school program in social studies, if its suggestions should ever be widely put into practice, is "The Study of Culture in General Education" by Professor Robert Redfield, of the University of Chicago. Redfield's thesis is that "understanding of the nature of culture and of human nature is something which the social studies can contribute to general education." To achieve this understanding, a "penetrating sympathetic comprehension of one culture other than one's own" is essential. The earlier school years would emphasize richness of experience; the later secondary teaching would develop understanding of such concepts as "culture," "mores," "institutions," "values," and "status." The culture approach would be a third element added to the history and to the "problems" approaches to contemporary society (a fourth, if geography is included as one of the social studies).

Two recent publications offer clues as to how this approach might be implemented. In *The Awakening Valley* (University of Chicago Press, 1949, \$6.00), John Collier, Jr., and Aníbal Buitrón, collaborating in interpretive ethnology, have combined the method and verbal description of the social scientist with scores of breathtakingly beautiful photographs of life among the Indians of an isolated Ecuadorian valley. In the first two parts the market town is depicted, the Indians are followed on their way back to their hill homes, and life there and in the fields is described. The place of gov-

ernment, religion, co-operation, prestige, fiestas, marriage, baptism, sickness and death, and the nature of recent economic advances are delineated. The work furnishes "profound insight into the complex pattern of white-Indian-mestizo economy" in a most attractive manner.

For the junior-college level the contribution of anthropology is discussed by Professor Jules Henry, of Washington University, in an article, "Anthropology in the General Social Science Course," appearing in the *Journal of General Education* for July, 1949. Professor Henry suggests that in such a course human society should be treated as an integrated whole and that the value systems of other cultures should be examined in terms of their consequences for human living. Properly carried out, such an approach might help to reduce the appalling tendency of our people to judge all cultures in terms of the American society, without making students into cultural relativists, for whom each culture must be judged solely in terms of its own values.

#### EDUCATION FOR INTERNATIONAL UNDERSTANDING

WHEN educators talk about education for international understanding, they would do well to remember the words of Professor Richard P. McKeon, of the University of Chicago, which were quoted in this column in November, 1947:

Despite the importance of international understanding, understanding is not in itself

a panacea and the increase of understanding will not necessarily bring peace, but education, science, and culture must also be used to remove real threats of war, where mere understanding might accelerate conflict, and to create new relationships more likely to be conducive to peace.

One work which, used with discrimination, will be useful to American teachers who want help in such teaching, is *Education for International Understanding in American Schools: Suggestions and Recommendations*, published in 1948 by the National Education Association. This study, the product of extensive committee work, defines the attitudes and understandings which its authors think American young people should have, and describes ways in which these may be acquired.

Written about the same time, but published in 1949, is the less extensive *Teaching the World Responsibilities of Americans* (Vol. XLV of the Annual Proceedings of the Middle States Council for the Social Studies, George I. Oeste, Germantown High School, Philadelphia 44, Pennsylvania, \$1.00). Useful projects and materials for social-studies classrooms in this area for several levels are described by individual teachers.

Professor Leonard S. Kenworthy has prepared a bibliography of *Free and Inexpensive Materials on World Affairs for Teachers* (for sale by the author, Brooklyn College, Brooklyn 10, New York, at \$1.00 a copy). Some of the items listed are for students, some solely for teachers.



Several conferences last summer which dealt with aspects of education for international understanding have recently published materials. The Mount Holyoke College Institute on the United Nations (South Hadley, Massachusetts) produced a 250-page planographed book, *How Can We the People Achieve a Just Peace?* containing selected speeches made at their conference last July.

Another conference, under the auspices of the American Council on Education, was held in Colorado. Its report, *The Role of Colleges and Universities in International Understanding* (American Council on Education Studies, Vol. XIII. Series I, Reports of Committees and Conferences, No. 38), was edited by Howard Lee Nostrand and Francis J. Brown. The body of the work is about equally divided between the recommendations of the conference and the speeches of some of the members. Perhaps the most important recommendation on the curriculum was the proposal that:

Colleges and universities should provide a general basic course in international affairs which all students should be encouraged to take, regardless of their respective fields of specialization. Such a course might properly include three essential components:

1. A survey of the basic factors which influence international affairs, such as the nature of the world in which we live, the pressure of population, the sociological and psychological reactions of national groups to each other, and the economic factors upon which states depend for their existence;

2. An analysis of the political organization of sovereign states . . . the agencies and

procedures by which states carry on their relations with each other, and the system of power politics which has resulted;

3. The recent development of international organizations, governmental and non-governmental, and the steady growth of economic and sociological influences tending toward the establishment of a world society.

At Geneva last July the Twelfth International Conference on Public Education, convened by UNESCO and the International Bureau of Education, heard "progress reports" on education in the member states, and discussed three topics: the introduction to natural science in primary schools, the teaching of reading, and the teaching of geography as a means of developing international understanding. Jointly published by UNESCO and the International Bureau of Education, the volume of *Proceedings and Recommendations* of this conference are for sale in the United States by the Columbia University Press, New York 27 (\$0.85).

How great a problem teaching geography to promote international understanding may become was illustrated by the conference discussion. Professor Jean Piaget, the noted psychologist and sociologist of the Universities of Geneva and Lausanne, and now UNESCO's acting assistant director-general for education, pointed out that the child's natural egocentricity made it difficult for him to realize that his own country was not the center of the world and to understand the interdependence of people. More serious were some ideological objections. Dr. Josef

Vaná (Czechoslovakia) expressed the thought that a contradiction was involved in teaching geography for international understanding, as geography has a scientific basis, while international understanding has a political purpose. He asked if the necessary scientific objectivity existed in such teaching and commented that "every scientific worker was in the service of the state."

Later the *rapporteur*, Mr. Louis François of France, denied that learned men were always in the service of the dominant class. The *Proceedings* reports that he said:

Obviously, one could not close one's eyes to the fact that the world was divided. The different economic systems should be explained to the students, but they should not be told that only one of the systems was good. If they were shown the development of economic life, in each country, they would form their own opinion. The teaching of geography should guarantee freedom of thought.

At this point the general discussion on the teaching of geography was closed.

#### IS ISOLATIONISM IN AMERICAN EDUCATION ENDING?

SOME would, no doubt, deny that American educators have been "isolationist"—here used with reference not to politics but to education. But it is difficult for one who has read American educational journals of fifty years ago to fail to see that, until very recently, American attention to con-

temporary foreign educational ideas and institutions has not been at all comparable to that of the earlier period. Of course, it can be contended that then *we* had something to learn; now we have grown up and are teaching *them*.

Certainly we have grown, and we are influencing some foreign systems, notably those of Japan, Korea, and South Germany, though how thoroughly or permanently remains to be seen. Yet some of us who have worked with foreign educators in Europe and in America think that the time is ripe for a revival of interest in the educational experiences of other contemporary peoples. The recent books on Japanese education by Professor Robert King Hall, of Teachers College, Columbia University, an increasing proportion of articles on American "educational reconstruction" in Germany, the reminiscences of exchange teachers—all of these, and more, suggest that perhaps whatever has remained of American educational isolationism is passing.

This impression is confirmed by some remarks of United States Commissioner of Education Earl J. McGrath, who recently returned from three weeks in western and central Europe. He said, in part:

I was particularly impressed by the extent of educational opportunity in several of the countries we visited, especially Scotland and Sweden. We in America, who take pride in our addition to democratic education that should be as universal as possible, tend to

assume that in Europe education is a monopoly of the upper classes. In point of fact, this is not the case. In a number of ways we can learn much from the European experience.

In Scotland, for example, able but poor students can receive financial assistance to continue their education as early as the first high-school years, and such assistance includes payments to the parents in place of the income which the family would have received if the student were working. In Sweden, likewise, a very complete scholarship program provides help to high-school and university students. Hence, it is possible for the son of an ordinary workingman to continue his education through a medical or law school at public expense.

Recent comments by a Dutch teacher on American high schools and by an American university teacher on Dutch university students may also be relevant. Dr. Geert Wielenga of Amsterdam, who teaches mathematics in the Gereformeerd Gymnasium and is a lecturer in the Vrije University, spent four months in visiting forty American high schools and ten colleges and universities in thirteen states from coast to coast. In the January *Bulletin of the National Association of Secondary-School Principals*, he tells us what he thinks our strong and weak points are. He thinks that we are really teaching youth to live democratically. He believes that we give relatively too much attention to vocational, too little to educational, guidance. He sees, as perhaps the greatest problem of the high school, the stimulation of the able student to work much more nearly up to his capacity. He would leave sex education largely to family

and church. Among our strong points Dr. Wielenga also cites the open-mindedness of our teachers, their friendly relations with the pupils, the freedom which we give our students, and the co-operative spirit which is stimulated thereby.

On the other hand, Professor W. E. Hocking, of Harvard University, who taught recently at the University of Leiden, tells in *Higher Education* for January 15, 1950, that he was impressed by the relatively light teaching and administrative loads of Dutch professors and by the intellectual maturity and initiative of the students.

We may also learn from abroad what *not* to imitate. The hair-raising account which Professor Daniel F. Prescott, of the University of Maryland, gives of how a hypothetical Czechoslovakian principal fares under the Communist dictatorship, appearing in the *National Elementary Principal* for October and in the January issue of the *NEA Journal*, will lead some to ask, "Can such things be?" For obvious humane reasons, Professor Prescott does not cite his sources, but he had excellent opportunities for observation while he was in Czechoslovakia on the UNESCO Seminar on Childhood Education in the summer of 1948.

Those who want a thoroughly documented account of totalitarian thought control are referred to *The Country of the Blind: The Soviet System of Mind Control* (Houghton Mifflin Co., 1949) by Professor George S.

Counts and Mrs. Nucia Lodge. They describe the ways in which literature, drama, music, science, and education are used as weapons of ideological warfare and the role that intellectuals play at home and abroad as Soviet "soldiers." The chief sources are the writings and speeches of the leaders of the Soviet Union. The almost incredible Lysenko controversy in genetics is described, and similar, if less glaring, examples of the tendency of political ideology rigidly to pattern thought in other fields are cited.

In their last chapter, Counts and Lodge advocate a strong America ready to resist Soviet-inspired aggression and to counter communism by abolishing colonialism and racial discrimination and by providing economic security for all our people. They call for thorough study by the American people of both fascism and communism and suggest that what the advocates of each system have said about the other is not far from the truth.

The *International Yearbook of Education 1948*, published jointly by UNESCO and by the International Bureau of Education (and distributed by Columbia University Press), provides relatively recent, though often sketchy, information about educational developments in most of the world. Those who want an over-all outline of secondary education in Latin America

will find an informative article by the late Dr. Cameron D. Ebaugh in the December 1 number of the *News Bulletin* of the Institute of International Education.

#### NEW PERIODICALS IN EDUCATION

THE Research Department of the California Teachers Association has announced the forthcoming publication of the *California Journal of Educational Research*. It is to serve as a clearing house of educational research information from California and elsewhere, interpret significant educational research studies and surveys, and contain other appropriate articles and reviews. It will be published five times a year at \$6.00. Subscriptions may be addressed to the California Teachers Association, 391 Sutter Street, San Francisco.

The *Journal of Teacher Education* is a new quarterly devoted to the pre-service and in-service interests of teacher education. This journal is announced to begin publication in March, 1950, by the National Commission on Teacher Education and Professional Standards of the National Education Association. Subscription rates are \$3.00 a calendar year, or \$1.00 for a single issue. Orders may be mailed to the Commission at 1201 Sixteenth Street, N.W., Washington 6, D.C.

ROBERT E. KEOHANE

## WHO'S WHO FOR MARCH

*Authors of news notes and articles* The news notes in this issue have been prepared by ROBERT E. KEOHANE, assistant professor of the social sciences in the College of the University of Chicago. A. I. OLIVER, assistant professor of education at the University of Pennsylvania, reports the results of a study of the objectives of the philosophy of small high schools. RAY H. SIMPSON, associate professor in the College of Education of the University of Illinois, suggests criteria for measuring the extent to which reading goals set by the school are carried over into adult life. H. ORVILLE NORDBERG, assistant professor of education at Mills College, Oakland, California, believes that, in their teacher-training courses, prospective teachers of the language arts in secondary schools should be given a more thorough grounding in the implications of research in spelling. ELLSWORTH TOMPKINS, specialist for large high schools, Division of Elementary and Secondary Schools of the United States Office of Education, and GALEN JONES, director of the Division, consider the growth of morale study and review the literature in this

field. ELIZABETH PILANT, assistant professor of English at Ball State Teachers College, Muncie, Indiana, suggests a technique for individualizing instruction. The selected references on the various subject fields have been prepared by the following persons: HOMER J. SMITH, head of the Department of Industrial Education and professor of industrial education at the University of Minnesota; NAOMI KELLER, instructor in home economics in the Laboratory School of the University of Chicago; EDWIN A. SWANSON, of the San Jose State College, San Jose, California; V. HOWARD TALLEY, assistant professor of music at the University of Chicago; ROBERT D. ERICKSON, teacher of art in the Laboratory School of the University of Chicago; and D. K. BRACE, chairman of the Department of Physical and Health Education of the University of Texas.

*Reviewers of books* CARROLL D. CHAMPLIN, professor of education at Pennsylvania State College, State College, Pennsylvania. V. HOWARD TALLEY, assistant professor of music at the University of Chicago.



## THE OBJECTIVES OF A SMALL HIGH SCHOOL'S PHILOSOPHY

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A YEAR ago the writer made a nation-wide study of the curriculum needs and practices of small high schools—schools with enrolments less than two hundred pupils. On the assumption that a good curriculum grows out of a well-planned set of principles, part of the study was devoted to the development of the philosophy.

### TWO JURIES

In order to develop some helpful guides in this matter, informed opinion was sought from two juries of educators. The first jury is made up of principals and superintendents who were suggested by the various state departments of education in reply to a request for the names of men "whose contact with small high schools and whose educational insight might qualify them as 'experts' to be contacted in a curriculum study." Since these individuals are in daily contact with small schools in actual operation, they are designated as "men in the field" or the "field jury." Their points of view were sought to see whether their realization of the practical aspects might temper their reactions as compared with the views of educational theorists who have less opportunity to wrestle with actual small-school problems.

The second jury is made up of persons who have been prominent in the theory of curriculum construction or the problems of education in small schools, or in both fields. To distinguish these people from the field jury, they are referred to as the "expert jury." It happened that, in usable replies received, there were forty-three expert jurors and forty-three field jurors. In spite of the prevailing concept that theory and practice are far apart in educational matters, the two groups exhibited much similarity of opinion in the realm of the objectives that should be prominent in the philosophy of a small high school.

### THE STUDY

To discover the opinions of theorists and practitioners, a questionnaire was submitted to bring out their views on a suitable philosophy for today's small high school.

*The individual and society.*—Some schools, depending on their philosophy, have swung to extremes on the perplexing question of the individual and society. Because of the greater attention paid to individual differences by psychological studies, some schools have become strongly child-centered, with programs built around the inter-

ests and even the whims of each child. Others have gone as far in the opposite direction to emphasize the wants and accepted patterns of society to which the individual must submit. What should be the philosophy of the small high school in that respect? (1) Should it place emphasis on individual needs and differences? (2) Should it place emphasis on the adjustment of the individual to social patterns? (3) Should it place emphasis on individual differences within a broad, comprehensive pattern of social integration?

The frequency of the jury responses to these questions is given under Section 1 in Table 1. A few of the members checked more than one item to indicate that they believed that the items were not mutually exclusive. Three members of the expert jury checked all three items. One of these three men changed the last word in the second choice from "patterns" to "needs." On the whole, however, the expert jurors are in general agreement, with nine-tenths feeling that the emphasis should be on individual differences within a broad pattern of social integration. The field jury, while giving a slight majority (56.1 per cent) to the same approach, are not quite so unanimous since more than a third selected attention to individual needs and differences.

Thus, a total jury vote shows a decided vote of nearly three-fourths for emphasis "upon individual differences within a broad, comprehensive pattern of social integration." More than a fourth checked emphasis "upon individual differences and needs." Only

eight (9.5 per cent) favor emphasis "upon the adjustment of the individual to social patterns."

*Philosophy and the type of community.*—Section 2 of Table 1 presents the replies to another of the questions: "Are the problems of curriculum planning and organization basically the same, whether the community be urban, rural, or a mixture?" The expert jury is strong with an affirmative answer, since thirty-one of the forty-two who answered this question checked that response. Eleven members (26.2 per cent) believe that type of community does make a difference.

The field jury shows a trend in the other direction with but eighteen of the forty-one (43.9 per cent) believing that the type of community does not affect basic curriculum planning. The majority, twenty-two (53.7 per cent), hold the opposite view.

The total jury response supports the belief that size or type of community does not affect the basic planning and organization behind the curriculum. The difference between the ratings of the two groups may lie in the fact that the field jury was thinking in terms of practical problems of administration while the expert jury felt that the basic theory was the same. This opinion is substantiated by the fact that several experts called attention on their questionnaires to the word "basic."

*College preparation.*—In so far as an educational philosophy recognizes future goals of its pupils, it must take into account the fact that a number of the graduates will go on to college—

TABLE 1  
REPLIES OF JURORS TO QUESTIONNAIRE ON OBJECTIVES OF A  
SMALL HIGH SCHOOL'S PHILOSOPHY

QUESTION REGARDING	REPLIES OF EXPERT JURY		REPLIES OF FIELD JURY		REPLIES OF COMBINED JURIES	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1. Curriculum emphasis on the individual or on society:						
Individual needs and differences . . . .	7	16.3	15	36.6	22	26.2
Adjustment of individual to social patterns . . . . .	4	9.3	4	9.8	8	9.5
Individual differences within broad pattern of social integration . . . . .	39	90.7	23	56.1	62	73.8
2. Curriculum planning in relation to rural and urban communities:						
Same . . . . .	31	73.8	18	43.9	49	59.0
Different . . . . .	11	26.2	22	53.7	33	39.8
Undecided . . . . .			1	2.4	1	1.2
3. Methods for college preparation:						
Training in expression, vocabulary, study habits . . . . .	29	72.5	22	53.6	51	63.0
Subject-matter courses . . . . .	5	12.5	9	21.9	14	17.3
Undecided . . . . .	6	15.0	10	24.4	16	19.7
4. Emphasis on <i>what</i> to think or <i>how</i> to think:						
What to think . . . . .	2	5.0			2	2.5
How to think . . . . .	30	75.0	27	67.5	57	71.3
Both equally . . . . .	8	20.0	13	32.5	21	26.2
5. Providing common core of general education:						
Yes . . . . .	43	100.0	37	92.5	80	96.4
No . . . . .			3	7.5	3	3.6
6. Adjusting curriculum to needs of local pupils:						
Yes . . . . .	40	93.0	37	90.2	77	91.7
No . . . . .	3	7.0	3	7.3	6	7.1
Undecided . . . . .			1	2.5	1	1.2
7. Furnishing training for community's chief occupations:						
Yes . . . . .	27	62.8	21	51.2	48	57.1
No . . . . .	6	14.9	14	34.1	20	23.8
Undecided . . . . .	10	23.3	6	14.7	16	19.1
8. Small school's emphasis in preparing pupils for future home should be on:						
Living in local community . . . . .	15	36.6	7	17.5	22	27.2
Living in a city . . . . .						
Adjusting to all types . . . . .	29	70.7	32	80.0	61	75.3
Avoiding the problem . . . . .			1	2.5	1	1.2
9. Offering a year-round program:						
In favor . . . . .	31	73.8	22	53.7	53	63.9
Opposed . . . . .	3	7.2	8	19.5	11	13.2
Undecided . . . . .	8	19.0	11	26.8	19	22.9

although figures presented in another part of the study showed this percentage to be far from a majority, 10-20 per cent being most common. Consequently, the jurors were asked: "Can college preparation be better handled by training in expression, vocabulary, and study habits and methods rather than by subject courses?" The answer to this is an important guiding principle to the perplexed small-school administrator who wants to provide for the needs of all his pupils yet is limited in the varied courses that can be offered.

Both jury groups believe that the best way to prepare for college is by attention to training in expression, vocabulary enrichment, and study habits. An analysis of the two groups of jurors, as shown in Section 3, Table 1, indicates that the field jury is more inclined than is the expert jury to favor subject-matter courses. The question evoked a number of comments. Several of the expert jurors made notations to the effect that both elements were important. Their stand is explained by the observation made by one of their members: "This must be answered in terms of the type of college—e.g., engineering will naturally demand special subjects." Another member of the expert jury noted: "It is as much, or more, a matter of emphasis than of organization."

The difficulty is that the small high schools see only one side—a special subject-matter selection to prepare for college, even if it be the liberal arts college, in the majority of cases, instead of the engineering specialty referred to above. In *The Small High*

*School at Work*, Langfitt, Cyr, and Newsom emphasized the point that "the average small high school is still a traditional institution and fosters the traditional type of curriculum."<sup>1</sup> Although that report was given more than a dozen years ago, apparently there has not been much change; for of the 225 schools in this study reporting on their curriculums, 192, or 85.3 per cent, still have distinct college-preparatory curriculums.

The gist of the studies made on this point explodes the idea that a particular pattern of high-school courses constitutes the best preparation for college. Vaughan made a recent survey<sup>2</sup> of all studies of this kind and repeats the general conclusion that a good high-school average is as good as, if not slightly better than, a special program of academic subjects as an indication of probable college success.

*What or how.*—Along this line of seeing whether or not the small high school should aid in life preparation by attention to the acquisition of facts or by attention to other attributes, another item was presented to the jurors. They were asked to give their opinion by checking the proper phrase applicable to the small high school in the following paragraph:

*What to think* should be emphasized  
..... less than, ..... more than,  
..... as much as *how to think*.

<sup>1</sup> R. Emerson Langfitt, Frank W. Cyr, and N. William Newsom, *The Small High School at Work*, p. 201. New York: American Book Co., 1936.

<sup>2</sup> William H. Vaughan, "Are Academic Subjects in High School the Most Desirable Preparation for College Entrance?" *Peabody Journal of Education*, XXV (September, 1947), 94-99.

The responses to this question are tabulated in Section 4 of Table 1. Of the forty members of the expert jury who checked this, thirty (75 per cent) believe that what to think should be emphasized "less than" how to think; only two members (5 per cent) feel that it should receive "more" emphasis. Eight (20 per cent) put the same amount of emphasis on each.

The field jury, also with forty members responding, holds a similar opinion. "Less than" was checked by twenty-seven (67.5 per cent), and "as much as" was the belief of thirteen (32.5 per cent). Not one of this group believes in a "more than" emphasis. The one-sided support of the combined jury for emphasis on "How to think," even on a question stated in general terms, has decided implications for the classroom teacher in putting his philosophy to practical use.

*General education.*—Another important decision to make in formulating a school's educational philosophy is whether the school shall function for the purposes of general or specific education or for both. Several questions were asked on the questionnaire to bring out the best guiding principles on this problem. One of the first questions was: "Should there be a common core of general education required for all pupils in the small high school?"

Section 5 of Table 1 shows that there was no question in the minds of the expert jury since all forty-three believed that there should be a common core. The field jury was almost as positive, and the combined jury reaction shows 96.4 per cent advocating a required common core for all.

Since one of the frequent complaints about the small high school is the narrowness of its offerings, a question was presented to see what a minimum curriculum should be like. The question was: "If only one curriculum is feasible in the small high school, should it be essentially general education?" One member of the field jury and one member of the expert jury, while checking the "Yes" response, stated that more than one curriculum is possible. Another expert juror commented, "Probably 'Yes' usually; should be determined in the light of pupil needs." Thus it appears that the jurors are in general agreement upon the answer. Both groups see general education as the principal curriculum.

*Adjustment to local needs.*—"Should the small high-school curriculum be adjusted to the unique needs of the local pupils?" This question, presented to the jurors, brought the following marginal note from one of the expert jurors:

The problem is not so much one of specific subjects adopted to local situation (vocational, etc.) as it is one of teaching these subjects in terms of life-experiences of students in the local environment.

Section 6 of Table 1 leaves little doubt that the jurors are in general agreement on an affirmative answer to this question of adjustment to needs of local pupils; 93.0 per cent of the experts and 90.2 per cent of the field jury answered "Yes" on the question.

This question evoked more marginal comments from the field jury than from the expert group. Three superintendents, members of the field jury, agreed with two of the expert



jurors that a qualifying "in part" needed to be added. Another field juror, also a superintendent and mindful of restricted resources, added, "Yes, if numbers with particular needs are sufficient"; and still another superintendent put emphasis on the practical aspect by noting, "Where possible." "The curriculum should be adjusted to the needs of every pupil to the extent possible," was the comment of a county supervisor who was a member of the field jury.

Of a more specific nature was the question: "Should the curriculum train the pupils to enter the chief occupational offerings of the local community?" This is an important question for the educational philosopher since its answer will affect the retentive power of the high school. To many lower-income groups, especially, education beyond compulsory school age is a dollar-and-cents proposition. They favor more education if it has relatively immediate financial dividends. A vague promise of "improved citizenship" is too remote in their planning. Furthermore, the decision of how closely to train for local occupations is complicated by after-school plans. One expert juror cautioned: "It depends upon mobility. Possibly the small high school should do more along this line." An answer to the mobility feature will be considered in the next question.

There is less unanimity of opinion in regard to the problem of training for jobs in the local community than on the previous question of adjustment to local pupil needs although the general vote is in favor of training for occupa-

tional offerings in the local community, as can be seen in Section 7 of Table 1. The greater spread of opinions on this question may be explained in part by some of the comments from the questionnaires. One member of each jury inserted the word "some" to qualify the number of pupils that should be affected by this principle. Six members of the expert jury agreed that it should not be a goal limited for all but should be flexible enough to permit other trainings. Two other expert jurors objected to the word "train" as implying direct vocational training instead of preparatory vocational education. These qualifications, however, do not decrease the force of the opinion that curriculum designers should make plans relative to the local occupations.

*Mobility of population.*—The educational implications of migration have been summarized by Wattenberg. His report contains the following items of import to the curriculum builder for the small high school:

Even in the comparatively quiet period from 1935 to 1940, more than one of every ten Americans had moved at least once from one community or county to a different one. . . . Of the persons 20-24 years old—the group of most interest from an educational point of view—19.8 per cent had changed communities.

Many of the changes, such as moves from rural to urban settings, and vice versa, meant transplantation to drastically different patterns of community living. . . . There was a trend . . . for young adults to leave small communities to try their luck in larger towns.<sup>3</sup>

<sup>3</sup> William W. Wattenberg, "Education for Migration," *School Review*, LVI (June, 1948), 325-26.

Furthermore, Heflin and Beers state:

For institutions working with youth in rural communities, this study suggests that the adequate preparation of prospective migrants for social and economic success in the city might well become one of their important objectives.<sup>4</sup>

In recognition of the mobility of many rural groups and the country-to-city trend, the next problem was suggested. The jurors were asked to check that part of the following statement which in their opinion was most applicable to the small high school:

Since the future locality in which each pupil will live cannot be definitely foretold, the small high school should place its greatest emphasis upon ..... living in the local community, ..... living in a city, ..... trying to determine and then to teach adjustments common to all types of communities, ..... realize that the problem is too complicated and concentrate on other matters.

A few of the jurors found more than one emphasis desirable, but Section 8 of Table 1 indicates that the majority of both groups of jurors are in agreement, with only two failing to make any response. Twenty-nine of the expert jurors (70.7 per cent) favored the "greatest emphasis upon trying to determine, and then to teach, adjustments common to all types of communities." None of this group, and only one in the field jury, checked "realize that the problem is too complicated and concentrate on other

matters." The field jury was even more in agreement upon the teaching for adjustments common to all types of communities since thirty-two of its members (80 per cent) favored this area of emphasis. One expert juror qualified his vote for emphasizing preparation for living in the local community with the statement: "But leading out into other communities." Another expert juror added to his questionnaire: "Make the objective living in any community."

*Year-round program.*—One of the final decisions for the educational philosopher is concerned with how long in a calendar year the school should take an active part. If it is looked upon as vital to the small community, should it be closed one-fourth of the year? The jurors were asked to give their reactions to the question: "Should the small high school plan to offer a year-round program?" This should not be taken to mean formal classes on a twelve-month basis but direction and guidance in a variety of youth and learning activities.

Thirty-one of the expert jurors (73.8 per cent—one omitted the question) favor the year-round program according to the summary in Section 9 of Table 1. Only three (7.2 per cent) are opposed. The field jurors are not quite so strong in favor of a year-round program, although 53.7 per cent hold this view.

In the combined jury fifty-three members (63.9 per cent) support a year-round program, eleven (13.2 per cent) are opposed, and nineteen (22.9 per cent) are "Undecided." Apparently some of the members think it is an

<sup>4</sup> Catherine P. Heflin and Howard W. Beers, *Urban Adjustment of Rural Migrants*, p. 32. Bulletin 487, Kentucky Agricultural Experiment Station, University of Kentucky. Lexington, Kentucky: University of Kentucky, 1946.

ideal to be worked toward since a member of the field jury noted, "If possible." Another field juror said, "Not at present," and still another stated, "Ideally."

#### WRITING DOWN THE PHILOSOPHY

On the assumption that all schools, regardless of size, should have a guiding set of principles to plan and to direct their activities and on the assumption that a written philosophy is a better index of such a guide than one "understood," the participating small high schools were asked whether or not they had a written philosophy. This is not the general practice among the 224 schools answering the question since only 40.6 per cent have written philosophies. Those schools that had formulated a statement of aims, however, felt that, in general, it was fairly effective since nearly 60 per cent believed that the teachers carried it out to a "medium degree" in their daily school work. Only two schools feel that their philosophy is a show piece ignored in practice.

Should the philosophy be static? Writers have indicated that revision is a never ending process, but, for the purposes of this study, a question was asked of the jury on the changeability of the broad, basic objectives of secondary education. The majority believe that these objectives should change with the passing of time. Some of the schools with well-worked-out philosophies are aware of this; 7.7 per cent reported constant re-evaluation

and one-fourth planned yearly revisions. However, there were nearly 30 per cent who had no definite policy, and another 25 per cent made no revisions. Since a third of these objectives are no more than two years old, it is difficult, as yet, to see just how much they will change with time. Some doubt is cast on the policy of actual revision since approximately one-quarter of these schools are using statements of aims formulated at least eight years ago.

The schools report a co-operative approach in evolving their philosophies. Only one-sixth were made by the administration alone, and 62.1 per cent of them were created by the teachers themselves. As yet, the matter seems to be a "closed corporation" since only five schools gave any share in policy formation to the pupils or to the townspeople.

#### CONCLUSION

There is a threefold implication in the educative process with which the school's philosophy should be concerned. Education takes place in a society and, hence, should serve that society. This should obligate educators to make a continuous analysis of society so that they are no longer perpetuating outmoded values. Finally, these educative experiences take place through some content which may be natural or artificial. It behooves the agents of formal education to search through and re-examine details for their essential values.

## READING: IN-SCHOOL GOALS AND OUT-OF-SCHOOL BEHAVIOR

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### READING GOALS

**R**EADING goals in most high-school English classes and in other classes concerned with reading improvement have characteristically been stated in terms of general objectives, which placed emphasis only upon the learning and reading to take place in school. In most listings of objectives, little or no attention has been given to the specific behavior changes which the teaching of reading or literature is expected to produce after the learner leaves school.

One way of considering this problem is to visualize the situation in a particular high school in which every other youngster in a particular class going through high school had literature training and other types of reading training, and the next person on the roll after him had no training of that sort. If we were to look at those two sets of individuals five years after they left school, what behavior differences would we expect to find between the group which had received reading training and the group which had had no specific reading training in the form of literature appreciation or other formalized reading experiences?

Obviously, if we are to be concerned with the effectiveness of reading training—whether it be in the English class or in other classes—it is important that we consider not only the changes in reading behavior that take place while the teacher is in charge and exerting pressures of various sorts, particularly marking and credit pressures, upon the reader. We must also be concerned with the changes in reading behavior which take place *after* the learner leaves school but which are largely a result of the reading training obtained while in school.

Spaulding,<sup>2</sup> after an extensive study designed to appraise “the social competence of boys and girls who are through with the secondary school” in New York State, concluded that “most boys and girls read almost solely for recreation, chiefly in magazines of mediocre or inferior fiction and in daily newspapers.” He found that, while the boys and girls were reasonably well acquainted *on leaving school* with standard school selections, *they*

<sup>2</sup> Francis T. Spaulding. *High School and Life*, pp. 43-44. The Regents Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., Inc., 1938.

tended very largely to let books alone once they were out of school. Less than 4 per cent "had read fiction that could properly be classed as superior. . . . The nature and quality of their magazine reading differed little from that of their reading in books." It should be added that the group reported on by Spaulding were the 80 per cent of high-school pupils who did not go on to college. Spaulding concluded that "left to their own devices, most of these young people cease to read serious books and articles or good fiction."

Leary, in an extensive summary of research findings relating to this problem, emphasizes "the fact that less than 2 per cent of the 130,000,000 people in this country are book readers."<sup>2</sup> This is certainly a serious indictment of the way in which we teach the reading of books—an activity to which a major portion of school time is now devoted.

This article is intended for the teacher and the learner who are interested in transferring the values of reading training to out-of-school behavior. Here an attempt is made to suggest some possible reading goals, in terms of out-of-school behavior, which might be considered of importance. To make the goals clearer, some of the measurement approaches which might be used to check on these behaviors are listed. Obviously, in most cases all these checks will not be used. How-

ever, it is strongly felt that, if the teacher and the learner visualize the types of checks which might be made, they are less likely to teach or to learn reading with vague and highly generalized goals typified in the expression, "I am teaching (or learning) appreciation of literature." We will, through an analysis of goals to be achieved, understand more clearly the changes in reading behavior we wish to attain.

The suggested goals and possible measurements are categorized under the following headings: book-reading, magazine-reading, newspaper-reading, and reference-reading. Other reading categories might, of course, be added to these four. Also, many additional goals and possible approaches to measurement might be included. What is given below is primarily for illustrative purposes. The goal in each case is followed by some possible measurements.

#### SUGGESTIVE GOALS AND POSSIBLE MEASUREMENTS RELATED TO BOOK-READING

##### *Goal.—Increased reading of nonfictional books*

Percentage nonfiction book sales are of total retail sales in community

Per capita number of nonfictional books circulated by local library (use check-out cards at library)

Per capita sales of nonfictional books at local bookstores and other book outlets

Number of nonfictional books available in public libraries in community

Number of nonfictional books available in representative sample of homes

Number of nonfictional books borrowed from others per month by representa-

<sup>2</sup> Bernice E. Leary, "What Does Research Say about Reading?" *Journal of Educational Research*, XXXIX (February, 1946), 435.



tive sample of groups whose reading is being measured

Number of nonfictional books read in last month in representative sample

Amount spent on new nonfictional books in public library per capita, per year

Number of nonfictional books received as Christmas or birthday presents in specified period among representative sample

*Goal.—Increased reading of fictional books*

Per capita number of bookstores selling fictional books

Per capita number of fictional books circulated by local library

Per capita number of sales of fictional books at local bookstores

Percentage of total city expenditures devoted to libraries

Number of fictional books borrowed from other people in certain designated period

Amount spent on new fictional books in public library per year, per capita

Number of fictional books read in last two weeks by representative sample of population

*Goal.—Increased number of books owned by representative cross-section of families*

Make poll of books owned by random sample of population

Percentage book sales are of total retail sales in community

Use survey to determine how many books have been purchased from all sources by representative sample of people in community

*Goal.—Increased quality of books read*

Ratio of "acceptable" books to "questionable" books sold at bookstores

Ratio of "acceptable" books to "questionable" books drawn from library

Analyze library books circulated. Set up value system to rate quality, or sample borrowers' cards for reading quality

*Goal.—Increased reading of classics*

Get from nonschool members of representative families a list of books read in last two weeks and see how often classics are listed

Number of juvenile classics withdrawn from public library

Number of juvenile classics in public library

Number of classics withdrawn from public library

*Goal.—Increased reading of drama*

Interview representative families regarding number of plays read in the last month

Number of drama books withdrawn from library in specified period

*Goal.—Increased reading of poetry*

Make spot check of poetry read in last two weeks in representative families

Check with newsstands to see if there have been requests for poetry books or magazines.

Number of poetry books withdrawn from library

*Goal.—Larger memberships in book clubs*

Determine the number of memberships in each club, either by writing to publisher or by questioning representative sample of community

*Goal.—Increased use of books on gardening, on "fix it around the house," and on home decoration*

Check number of such books owned by representative families

Determine sales of such books in community in specified time

Check library distribution of such books

*Goal.—Increased number of children and adults who spend money for books in a specified period*

Check total sale of nonschool books in community

Survey representative families

# SUGGESTIVE GOALS AND POSSIBLE MEASUREMENTS RELATED TO MAGAZINE-READING

## Goal.—Increased use of "acceptable" magazines

Ratio of newsstand sale of "acceptable" magazines over "questionable" or "trash" types

Per capita newsstand sales of "acceptable" magazines

Make study, based on high-school students' interviews in the community, of magazine-reading habits

Use of "acceptable" magazines in local libraries

Use *Life* (Crossley) technique in interviewing to determine actual reading habits of magazine-readers

Measure use of *National Geographic Magazine*, *Better Homes and Gardens*, etc.

Number of subscriptions in community for each "acceptable" magazine

Number of subscriptions for each "acceptable" magazine given as presents

## Goal.—Decrease in use of "questionable" or "trash" magazines

Set up "experimental racks" in barber shops, doctors' offices, and dentists' offices, and keep a record of what magazines are read by patrons and how long each is read

Check sales of "questionable" magazines in community

## Goal.—Increased use of magazines rating those things consumers buy or use, such as *Consumer Reports* and *Buying Guide*, and *Consumers' Research Bulletin*, etc.

Check use made of resources in helping consumer to buy more intelligently; for example, check sale of sample of "good" and "poor" articles noted by resources

Check ratio of movie attendance at movies rated high by guides to attendance at movies rated low

Check sale of patent medicine rated useless or dangerous by guides

Check amount spent per capita on such magazine subscriptions in the public library

Check actual per capita use of such magazines as indicated by sample of reader use in public library

Check number of subscriptions of such magazines in the community

## Goal.—Increased filing of items from magazines for future use

Interview sample of homes to determine the number of files for magazine articles and the apparent extent of their use

Survey to find number of articles clipped

## Goal.—Better ratio of "acceptable" comics to "unacceptable" comics

Check on types found in homes and compare as to quality

Check types of magazines found in the homes and rate on a quality index

Check types of comics given as gifts

Also see beginning of this section on *Increased use of "acceptable" magazines*

# SUGGESTIVE GOALS AND POSSIBLE MEASUREMENTS RELATED TO NEWSPAPER-READING

## Goal.—More regular newspaper readers

Check per capita local newspaper subscriptions

Percentage which sales of news dealers are of total retail sales in the community concerned

Per capita sales of all news dealers in community

Check per capita out-of-town newspaper subscriptions

Check increased newsstand sale of local newspapers

Check increased newsstand sales of out-of-town papers

Survey to determine number of newspaper readers in community

## Goal.—Increased reading of editorials

Poll of selected sample of families to find familiarity with selected recent editorials

*Goal.—Increased reading of sport pages*

Poll of selected sample to find knowledge of leader in each of these in appropriate seasons: American League, National League, local high-school league, local collegiate league, local softball league, etc.

*Goal.—Increased reading of news stories on local political activities*

Take selected political news stories from local papers and determine familiarity of sample of readers with these stories  
Take poll on single stories asking: "Did you read this?"

*Goal.—Increased ratio of "good" newspapers sold to "questionable" newspapers sold*

Check circulation figures of papers considered questionable from the point of view of the English teacher

SUGGESTIVE GOALS AND POSSIBLE MEASUREMENTS RELATED TO USE OF REFERENCES

*Goal.—Increased use of Readers' Guide to Periodical Literature*

Check on the familiarity with the setup of various guides by asking representative individuals in the community such questions as the following: "In what ways might a particular article be listed in the *Readers' Guide*?"

Set up systematic check on use of *Readers' Guide* in the public library

Check on wear of certain references

*Goal.—Increased use of dictionary*

Sales of dictionaries per capita

Number of dictionaries in homes in the community

Check use of dictionary in public library

Poll asking, "Have you used dictionary in last two weeks?"

*Goal.—Increased use of encyclopedias, including children's encyclopedias and similar books*

Check use of encyclopedias in public libraries

Check proportion of families which have encyclopedias

Check number of families to which encyclopedia yearly additions are being sent

*Goal.—Increased use of tables of contents, topical headings, indexes and other parts of books which are frequently unused*

Determine by sample check of community the extent to which the members of families actually make use of such parts of the book as have been considered

By representative poll determine parts of book used in last two weeks

It is quite possible that sound questions may be raised about the desirability of one or more of the goals mentioned above. For example, some teachers of reading would certainly question whether it is sound to try to increase the reading of sport pages. This suggestive goal is included primarily to indicate some possible "uncommon" goals and also because the results of such reading certainly have some conversational value in many groups. On the other hand, it is quite possible to conclude, with a different set of values, that such a goal only gives impetus to an emphasis on sports which is believed to be already too great. In connection with this goal, as with many others, possible short-time values versus long-time values would need to be weighed carefully.

What is considered "acceptable," "unacceptable," "good," "poor," or "questionable" is obviously a matter which should involve the considered judgment of those persons most concerned. The terms have been used with the assumption that there are differences in the quality of different reading materials.

#### SOME USES OF GOALS AND MEASUREMENTS

As has already been implied, one way of getting away from vague and ill-defined reading goals is to force ourselves to state our goals in behavioral terms. Even if it does not seem feasible to do more than see clearly what our goals are in terms of specific prospective behavior changes, this process itself should be worth while. The goals and the measurements which have been stated can form the basis for a purposeful study of reading goals by teachers and learners.

It would also be possible for a teacher or, preferably, a group of teachers in a community who are interested in teaching reading as an aid to living, first, to develop a set of goals to which they can subscribe, then to set up specific measurements relating to the goals which could be applied in the community, and, finally, actually to

make the measurements with the aid of students or student committees. Such a procedure would be of considerable aid in clarifying the meaning of specific goals to both learners and teachers. If interviews and other oral activities were used, learners would have opportunities to practice oral composition in realistic situations. A project of this kind would serve as a type of motivation to learners who are not too sure of the value of school for them. Finally, it could be of real value in helping the school serve the community in more direct and useful ways.

If a survey of the kind described in this paper was made at a specified time each year, perhaps October or November, a file of useful information could be built up over a period of years which would give the school a rough basis for evaluating its strengths and weaknesses on the ultimate criterion—the behavior of the schools' products after they leave school.

## TEACHER EDUCATION AND THE SPELLING PROGRAM

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WHEN will the nation's secondary-school teachers learn how to teach spelling? If there were a prompt and sanguine answer to this question—an answer supported by valid evidence—certainly the announcement would be received happily everywhere. Unfortunately, it appears that most teachers will not be teaching spelling as well as they might for some time to come.

### IMPLICATIONS OF RESEARCH

Important clues to the efficient teaching of spelling are contained in the tremendous treasury of research findings, a large proportion of which are contained in brief and readable form in a number of the journals of education. Except for the research in reading, that in spelling is probably greater in scope and intensity than in any other area of the language arts. From this research, implications of practical concern to the classroom teacher can be drawn—implications upon which there is considerable agreement among scholars.

It would seem credible that in-service programs would heed these available studies more carefully and that

teacher-education programs would include a serious consideration of the research in an effort to prepare adequately the younger teachers who are entering the field. Yet do new language-arts teachers know the lessons taught by the research? Can they teach the spelling of commonly used words better than can their elders? Can secondary-school youth expect competent spelling instruction?

The writer recently tested several groups of student teachers to determine their awareness of certain of these implications of research in the teaching of spelling at the secondary-school level. His data did not indicate that these new teachers, who were granted teaching credentials shortly after being tested, might be expected to teach spelling with satisfactory competence.

The greater importance of language facility over the intelligence quotient alone in predicting pupils' spelling ability was realized by three-fourths of the new teachers tested, but less than one-half knew that the relationships among language abilities, so closely alike in the elementary grades, become less similar in the secondary



school. Errors committed on a pretest in spelling do not persist to the extent that they significantly cancel the advantages of such a test. It was found that only 45 per cent of the new teachers were aware of this research implication.

A dubious awareness of the potential value of flash cards was evidenced. While the technical aspects of remedial work in letter reversals in spelling was not known and might easily be beyond the knowledge of many competent teachers, the responses for another test item were more disturbing. There is no positive assurance that exposure to several teaching methods is an efficient procedure in the learning of spelling. There is not necessarily any reinforcement of impress; different methods may even serve to inhibit each other. Yet the student teachers generally would try everything on everybody in the hope that something would work. This method does not make for efficiency in teaching.

Of the student teachers, 60 per cent, almost enough to eliminate the possibility of chance response by the total group, agreed that pupils can and do learn to spell words incidentally through reading. They were unaware of the implications of research regarding motor co-ordination and spelling. They also failed to show awareness of the relative importance of acquiring the techniques of learning to spell rather than acquiring a huge spelling vocabulary. They evidenced little or

no knowledge regarding the minor effect of crossed dominance of hand or eye, or was the doubtful value of diacritical marks in the teaching of spelling generally understood.

Group responses approximating chance were recorded for test items referring to the teaching of homonyms, to the relative difficulty of recognizing wrong spellings or recalling correct spellings, and to clues to spelling ability afforded by the addition or omission of letters and syllables by pupils.

Denying the evident implications of research regarding the relative importance of saying and seeing the words, the credential candidates also exhibited little knowledge about characteristic eye-movements or the incidence of phonetic errors among good or poor spellers. They appeared to fail to recognize the doubtful merit of the sentence-dictation method in teaching the spelling of words, and the transfer of learning with reference to word endings was an unknown phenomenon.

Moreover, 65 per cent of the student teachers indicated that maturity of visual study of a spelling word is characterized by an equal inspection of the several parts of the word, followed by a rapid glance at the whole word. An equal number of student teachers would use colored chalk, capital letters, or other mechanical means to emphasize—or to obscure—the visual perception of the possibly more difficult parts of the word. Furthermore, two-thirds of the new

teachers guessed incorrectly regarding the negative relationship between study by syllables and the eye-movements appropriate for correct spelling. They did know, however, that brighter pupils are better able to profit by the pretest than are the duller pupils.

Percentages of correct responses within the probability of chance were scored regarding the use of simple spelling rules and the effectiveness of the written recall test. It is known that the forgetting rates of pupils on newly learned spelling words do not vary directly with the intelligence quotient and that teachers, therefore, cannot expect pupils in a certain range

of intelligence to forget or to remember the spelling of a set of words at a certain uniform rate. This was evidently an unknown concept to the new teachers.

#### EMPHASIS ON BASIC SKILLS NEEDED

Spelling, as a perceptual learning, demands efficient teaching. It cannot be learned well if it is taught haphazardly or with disregard for the known implications of research. It now appears that the training of secondary-school language-arts teachers may require a more forceful attention to the teaching of basic skills.

## THE GENESIS OF MORALE

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MORALE as a subject of oral and written discussion is historically very recent. Appearance of the term, first in industry, later in World War I, and increasingly since then, suggests the close relationship in the growing use of *morale* to the climax of the Industrial Revolution. As urban populations increase and all persons become more and more economically interdependent, morale becomes a momentous issue.

Morale, "a state of mind with reference to confidence, courage, and the like," may be either a cause or the result of good human and social relationships; for "morale is a group phenomenon. It is the feeling that I am engaged in important work with others—because in the last analysis it will have desirable consequences for me."<sup>1</sup> Teachers and, particularly, principals and superintendents almost daily face situations in which morale plays a telling role. They understand what F. J. Roethlisberger, in *Management and Morale* (p. 189) means when he says:

For any person who has held a position of responsibility in a business organization—or any organization for that matter—the word "morale" comes to have real meaning; that is, it refers to something which is felt to be of great importance, even if that something remains vague and illusive.

It is our belief, therefore, that a knowledge of the origin and development of the study of morale will be of practical benefit to any person whose success depends on his management of people.

### EARLY HISTORY

Just before the turn of the century, a manufacturer in Manchester, England, experimented in reducing the work week of employees from fifty-four to forty-eight hours and found that the change "brought about a considerable increase in production and a decrease in the amount of lost time."<sup>2</sup> Though the forty-eight-hour week was then adopted for the Arsenal of the Royal Navy, there was little favorable action along the industrial front.

It was not until the outbreak of World War I in Great Britain that important attention was given to morale study. With the establishment of large armies in the field, undreamed of demands for equipment and accessories were made upon industry and workers. Because of the delay which occurred in providing the armed forces

<sup>1</sup> Herbert Thelen. Quoted in "Education Trend," Supplement to *Educator's Washington Dispatch* (February, 1949).

<sup>2</sup> Elton Mayo, *The Human Problems of an Industrial Civilization*, p. 1.

with essential material, it was decided there was "a need for the scientific study of the hours of work and other conditions of labor likely to produce the maximum output at which the effort of the whole people was aimed."<sup>3</sup> The leaders of the British nation admitted the lack of valid knowledge of the fundamental laws governing human efficiency. It was because of this admission that the Health of Munition Workers Committee was formed in 1915, with subsequent improvement in output and benefit to workers generally. In order to increase production, hours of work were lowered from twelve to ten a day, with the result that industrial accidents diminished.

Extensive influences leading to further efforts toward higher production grew out of these pioneering experiments. It is important to recognize that the delay and partial failure of wartime production in Great Britain in the early years of World War I were attributed more to ignorance of the human conditions necessary for sustained high production than to ignorance of the mechanics of manufacture.

Thus, it can be said that our contemporary attention to morale arose from the inquiry into the reasons for industrial fatigue in British factories during 1914 and 1915. Originally it was intended as a study of modest proportions. That it has developed into one of tremendous implications for all men on all levels of human organization has been pointed out by a great many writers.

<sup>3</sup> *Ibid.* p. 2.

#### LITERATURE ON MORALE

It is astonishing that so many references to morale stem from 1918. Apparently, the whole Western world awakened to its significance en masse, just as a 1945 world more dramatically crossed into the atomic age. There are few allusions to morale in literature prior to 1918. To be sure, one can find references in technical publications of war and combat—references like *Les Études sur le combat* by Du Picq (Paris: Hachette 1880), *France and the Next War* (London: Hodder and Stoughton, 1914), and *The Physical Basis of Society* by Carl Kelsey (New York: Appleton, 1916). The first book devoted to the subject, however, was *Morale* by Harold C. Goddard, published in 1918. By the autumn of 1919, there had appeared on lists here and abroad no fewer than thirteen books on morale. Most of these, but not all, dealt with the relation of morale to the military.

The book by Goddard and articles in the *New Republic* and the *Atlantic Monthly*, published in April and December, 1918, respectively, were the first known titles on morale. Research discloses no books or periodical references before 1918. It is interesting to note that the first sentence of Goddard's book reads: "Morale is a war word but its mission will not end with the war" (p. 11).

Since 1918 the literature on morale has expanded enormously. It has become an integral part of effective personal, social, industrial, and even political relationships. An inspection of a list of representative books published

on the topic since the time of World War I attests to this assertion. By arranging some of the outstanding publications chronologically, we can trace the development of morale study from a predominantly military emphasis to one of human and industrial relations.

#### IMPORTANT CONTRIBUTIONS TO THE LITERATURE OF MORALE

1918-48

1918—*Morale* by Harold C. Goddard. New York: G. H. Doran Co. Pp. 118.

An interesting, stimulating book, primarily intended for the military and those associated with them. Primary morales are health, gregariousness, humor. Major morales are pugnacity, adventure, work, co-operation, justice. Creation is the supreme morale.

1918—*Morale and Its Enemies* by William Ernest Hocking. New Haven, Connecticut: Yale University Press. Pp. 200.

What is good morale? How much does it count? Foundations of morale—instincts and feeling, knowledge and belief. A strong emphasis on the morale of the fighting man and the strains of war.

1919—*Morals and Morale* by Luther H. Gulick. New York: Association Press. Pp. 192.

A study of the sex problem at the war front and how it affected morale. Contains documents and statements showing what our government had done for, and about, the sex problem in the Army.

1920—*Morale, the Supreme Standard of Life and Conduct* by G. Stanley Hall. New York: D. Appleton & Co. Pp. 378.

Morale as the cult of psychopathic condition. Similar in treatment to Goddard's book, but a more generous account of the military, religious, philosophical, and inspirational aspects of morale. Probably the first exposition of morale in relation to education in terms of curriculum and teaching method. Written in a popular style; of the war, about the war, but not for the war.

1921—*The Management of Men* by Edward Lyman Munson. New York: Henry Holt & Co. Pp. 802.

A handbook of the systematic development of morale and the control of human behavior, written about the military for the military by the Chief of the Morale Branch, War Plans Division of the General Staff. An adequate and thorough treatment of specific morale functions of the Army during World War I and an appraisal and criticism of them. War is not so much a clash of arms as a contest of will and endurance. The section on industrial morale is important because it describes efforts used in war plants to raise production.

1928—*Why Men Failed* edited by Morris Fishbein and William A. White. New York: Appleton-Century Co. Pp. 344.

Psychiatric treatment of the theme, intended for popular consumption. Contributions by George V. Pratt, Douglas A. Thom, Karl Menninger, Herman Adler, and others, on failure due to parents, wives, personality, sex, daydreaming, mental depression, fear, misfit jobs, etc. One chapter is headed "Why Women Fail."

1933—*The Human Problems of an Industrial Civilization* by Elton Mayo. New York: Macmillan Co. Pp. 194.

An impressive account of the sociological and human implications in our urbanized, technical world. Explores and gives details of our knowledge of fatigue, boredom, and social maladjustment. One of the great books of our day.

1938—*The Functions of the Executive* by Chester Barnard. Cambridge, Massachusetts: Harvard University Press. Pp. 334.

A discussion of the qualities needed by successful executives. Notes some inherent conflicts in managerial functions. Intelligent understanding and active co-operation are alike vital to organization. Executives must have command of social and human techniques above and beyond technical ability. A thesis of great significance, despite an infelicity of style.

1942—*Building Morale* by Jay B. Nash. New York: A. S. Barnes & Co. Pp. 154.

A book for civilians in wartime, but not a book about war activities, in the tradition of Goddard and G. Stanley Hall. The theme of the author is adapted to three basic ideas: morale and new techniques for democracy, the means for building morale, and the belief that each generation must rebuild its morale. Throughout, there is an emphasis on physical and mental health.



Written in a popular style, well stocked with illustrations from literature and life.

- 1942—*Civilian Morale* edited by Goodwin Watson. Boston: Houghton Mifflin Co. Pp. 464.

As the name implies, a discussion of means for affecting and sustaining a high home-front morale. Chapters contributed by Allport and Lippitt are of particular pertinence.

- 1942—*German Psychological Warfare* edited by Ladislav Farago, with the assistance of G. W. Allport and E. G. Boring. New York: G. P. Putnam's Sons. Pp. 302.

The Treaty of Versailles did not forbid German morale rearmament. Both before and under Hitler, this rearmament developed the principles of defensive and offensive psychological warfare, "defensive" applying to conditions within the German military and "offensive" pertaining to the extra-military, such as German civilians and the nations outside the Reich. The building of morale was the capstone of the total-war effort. This superb account outlines the comprehensive planning and implementation for morale. Particularly stimulating is the emphasis on the part of social integration in defensive psychological warfare. A significant book for military and nonmilitary study.

- 1942—*Management and Morale* by F. J. Roethlisberger. Cambridge, Massachusetts: Harvard University Press. Pp. 194.

A study of what is involved in human collaboration, addressed to business executives, in particular, and to the intelligent public generally. On the basis of experiments at the Hawthorne Works of the Western Electric Company, the author states that a human problem requires for solution human data and human tools. Industry is a social, as well as an economic, phenomenon. Diagnosis and control of co-operative phenomena. A scholarly, readable, and essential book.

- 1943—*Management and the Worker* by F. J. Roethlisberger and William J. Dickson. Cambridge, Massachusetts: Harvard University Press. Pp. 616.

A detailed report of twelve-year Hawthorne experiment. Working conditions and employee efficiency, improvement of employee relations, understanding employee dissatisfaction, and social organization of employees comprise the chapter headings. Each area is documented

plentifully with tables and case studies. Acclaimed widely as an outstanding study of industrial relations.

- 1943—*Military Psychology* by Norman Charles Meier. New York: Harper & Bros. Pp. 396.

Much of military psychology is social and personnel psychology applied to military needs. Extended treatment of the relation between conflict behavior and morale, with especial attention to the younger officer. Written in textbook style, this book offers an opportunity for parallel study with *German Psychological Warfare*. Bibliographical references are excellent.

- 1943—*The Road to Courage* by Henry Wyman Holmes. New York: Alfred A. Knopf. Pp. 250.

Essays on the relation of morale to stamina, efficiency, happiness, possessions, beliefs, loyalties, and education. The author emphasizes the ethical and intellectual aspects of morale study. Written in a fluent style, the book is a reasoned thesis, primarily addressed to the individual, with considerable, but not major, attention to war.

- 1945—*The Governing of Men* by A. H. Leighton. Princeton, New Jersey: Princeton University Press. Pp. 404.

An analysis and description of administrative management and mismanagement at a Japanese Relocation Center. Emphasis upon efforts to obtain and foster participation in government by the personnel committed to the center. Comprehensive and authoritative.

- 1945—*The Social Problems of an Industrial Civilization* by Elton Mayo. Cambridge, Massachusetts: Harvard University Press. Pp. 150.

The thesis is that science has developed our knowledge of almost everything except how to live together in peace and amity. We know how to organize for material efficiency; we do not know how to insure spontaneity of co-operation, that is, teamwork. We are committed to a degree of human adaptability not characterized by any human society in the past, and it is our present failure in this respect that finds reflection in our social disruption. Collaboration in an industrial society cannot be left to chance. A book of the highest challenge. A splendid companion to Roethlisberger's *Management and Morale*.

1946—*People in Quandaries* by Wendell Johnson. New York, Harper & Bros. Pp. 532.

The author deals with specific problems which we meet in trying to live with ourselves and each other, from the viewpoint of general semantics. A readiness to change as changing conditions require is a characteristic of the well-adjusted person. Historically, there is a correlation between maladjustment and the inability to communicate ideas clearly. The highest morale must be conceived mentally in order to be valid. A stimulating, provocative, well-written book, which emphasizes the philosophical and psychological background of present-day scientific reasoning.

1947—*Richer by Asia* by Edmond Taylor. Boston: Houghton Mifflin Co. Pp. 432.

An account of the author's reactions to his experiences in India, where he was a member of the Office of Strategic Services during the war. In regard to morale, the condition of all effective effort, the East has some lessons to teach. We cannot achieve unity within ourselves except by integration with the "tribe" of man. Social integration is the key to personal integration. A very small contribution to world unity may produce great progress toward personal unity on the part of the individual who makes it. A rewarding book to the reader who can outlast its verbose style. Another indication that morale, to have meaning, must deal with specifics.

It is difficult to classify these books into war and nonwar categories. Some are based on materials obtained from investigation carried on during wartime; yet they may have little implications for war, as, for example, *Richer by Asia*. On the other hand, *Building Morale* describes attitudes of a people during war, though much of its material is drawn from nonwar situations.

Of the nineteen volumes, eight relate primarily to morale and war, while eleven relate to morale and industrial, economic, or human relationships. It is obvious that six of these books, those pertaining to war, were

published during, or directly after, the time of war. Apparently, the literature followed the activity, for one can discern a lag between the beginning of the war and the publication of the books.

Despite the thesis that morale is just as important during peacetime as in wartime, the fact remains that references to it decrease once the stringency of the war situation has passed. Few books on morale were published from 1921 to 1942. The same condition applies to periodical references, as can be seen in Table 1.

TABLE 1

FREQUENCY OF ARTICLES ON MORALE IN EDUCATIONAL PERIODICALS BY THREE-YEAR PERIODS FROM 1929 to 1947\*

Date	Number of Articles
January, 1929† to June, 1932 . . . . .	8
July, 1932 to June, 1935 . . . . .	5
July, 1935 to June, 1938 . . . . .	2
July, 1938 to June, 1941 . . . . .	7
July, 1941 to June, 1944 . . . . .	55
July, 1944 to March, 1947 . . . . .	18
Total . . . . .	95

\* Data based on entries from *Education Index*.

† *Education Index* began publication at this date.

Notwithstanding the extent and scope of the literature on morale since 1918, we need to pay more specific attention to human and social relationships. In the early publications, morale is concerned with generalities. Consequently, we hear time and again that morale is an illusive quality, difficult of definition. In the books by Mayo, Roethlisberger, Leighton, Farago, and Wendell Johnson, however, morale has a very real meaning. Morale does not exist in itself but exists in relation to particular segments of human activity. The statement by Meier

that "much of military psychology is social and personnel psychology applied to military needs" seems to place the cart before the horse. Since the dawn of history, morale and the military have gone together. It is only within the last twenty-five years that they have not kept steady company.

#### MORALE FOR PEACETIME

The question arises: If people can gear themselves to a high effort in a campaign of war, with all its heritage of destruction, why can they not bring themselves to an equally high effort toward group co-operation for constructive endeavors? The answer seems to be that they do not want to. Or perhaps it has not been demonstrated to the people that their united, concerted effort is just as necessary in peace as in war. If our latent spirits and energies could be stirred to what diplomats call "unilateral action," what tremendous constructive influence would arise! In *Management and Morale* (p. 189), Roethlisberger says:

Like many such words, "morale" jumps into prominence when that to which it refers is conspicuously absent or conspicuously present. Like the state of our health, it becomes most important when we lose it. [Or, we might add, when there is danger of losing it.]

Of course, it is not quite so simple as that. We have been part of a major evolution, and the kind of life we once led is now archaic. When man lived in greater self-sufficiency and was responsible to himself and his family for how he felt about his relation to the world, he may not have needed *esprit de corps*. However, as he and his fami-

ly became more dependent on the growing complication of manufacture, distribution, transportation, and communication and as he became involved in the interdependencies of urbanized living, he needed an equivalent for his former self-sufficiency. With the accelerated industrialization of the world, man's habits have been changed, and man himself has begun to change.

We have come a long way since the Health and Munition Workers Committee in 1915; even so, our efforts so far have little more than scratched the surface. In order to ascertain the dynamics our society needs to catch up socially with an advanced technology, we shall have to commit our energies and spirit to a persistent and continuing study of what morale is, how it works, and how we can gain it. The stage is set for operations on a large scale.

In looking ahead, we must attempt to learn by what specifics a high morale can be obtained. In order to accomplish this task, we must describe situations and evaluate procedures and techniques, as well as report them. We must place emphasis on personal and social values; for, as Roethlisberger wrote in *Management and Morale* (p. 65), "without misunderstanding, no particular economic activity can be torn apart from its surrounding social fabric and treated as a thing in itself. . . . The failure on the part of management to understand explicitly its social structure means that it often mistakes logical co-ordination for social integration."

## SO YOU WANT TO INDIVIDUALIZE INSTRUCTION?

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### ALLOWING FOR INDIVIDUAL DIFFERENCES

Now that there is no longer any question regarding the vast extent of individual differences within any class, it is largely a matter of deciding how to allow for these differences. Still we usually find that, however meritorious any of these methods may be, they almost always meet with a great deal of indiscriminate opposition simply because they radically alter traditional routines.

Apparently we need to find some comparatively painless method of individualizing instruction, which will involve a minimum of compulsion on the part of teachers and students; few changes in labels and paper plans; little alteration in the organizational hierarchies; no special authorizations from the board of education; no new appropriations to hire more teachers, to buy special equipment, or to provide physical plants; and no interruption of regular room and hour schedules.

Seeking a method of this kind may sound like asking for the impossible. I thought so for almost all the twenty years I have been teaching, from kindergarten to graduate school. My long

experience as a teacher or an administrator in almost one-quarter of our states gave me an opportunity to see many methods tried and to try a good many myself. In my opinion, however, there is at least one way that we can start achieving a large measure of individualization of instruction. This method I recommend to those persons who think they would like to move in the direction of individualization without taking any irrevocable steps or without hopelessly entangling themselves experimentally in a conservative community.

Permit any teacher to refuse to give a mark above B—medium or satisfactory—for mere excellence in classwork. Any higher mark must be earned by extra-credit work. This technique places no compulsion on any teacher, involves no change in hours or rooms, no special pay, no special equipment, and no additional staff. Nevertheless, it can easily pave the way for making educational method meet the need for personal growth and development.

### GETTING STARTED

The most important thing is that the teacher undertake the task volun-

tarily and regardless of whether other teachers in the same system try it at the same time. Usually at least one teacher who is willing, if not anxious, to undertake the experiment can be found. After he works out the plan satisfactorily, it should not be difficult to get additional converts on the staff from time to time. Converts may be made because his compeers see that the method works or because student pressure is exerted on the staff.

This method cannot succeed, however, unless the range of extra-credit work approximates the range of abilities of a desirable nature represented in the class. In other words, the ambit must be great enough to allow almost any student, however deficient in any particular classroom skill, to more than compensate with other special skills of his own which the school does not now generally recognize or recognizes only in a few special courses. The range must allow for more than just extra reading or writing.

The extra-credit activities in most subjects should include seeing superior films and plays, visiting special exhibits, traveling intelligently, visiting industrial plants and commercial establishments as well as public institutions, constructing models, designing devices or materials, getting actual experience in a vocationally related field, interviewing notables in a chosen field, writing letters to notables under fitting circumstances, organizing activity groups, and in other ways taking part meritoriously in student and

civic activities. This statement does not attempt to be definitive but merely serves as an illustrative example of the width of activity allowable and of the general nature of the skills to be developed and furnishes a glimpse of the attitudes to be evolved.

In teaching or supervising, I am certain that we have all encountered the uninspired drudges who get good marks, if not the highest, under any system in which memorizing is enough. We know the contempt with which these students are viewed by those of their classmates who rightfully have higher ambitions than just the making of high marks in every subject, regardless of their natural interests and personal preferences. Under the proposed method of marking, these "grinds" would have difficulty getting above a B unless they overcame their circumscribed views and became generally active and alive to community and class activities.

No doubt, most teachers have encountered the idea that getting good marks is girls' work and not worthy of a man or gentleman. I have found the method being discussed helps overcome a rather general tendency for girls who are bookish conformists to get higher marks than activity-minded boys.

The plan, as can be noticed, differs radically from most other proposed means of individualizing learning. It varies from the contract plan in that there is no elaborate agreement or



table of specifications. It differs from honors work in that all students are eligible to take part. It departs from all project methods in preserving regular classwork and recitation routines to make certain that all students meet the minimum requirements or have the opportunity to do so. The proposed method avoids the fragmentary effect of individual honors work outside a regular schedule. Age and social-development groups are not disturbed. The possible bad effects of ability groupings are well known, and under this plan no group is isolated as being unusually retarded. Plenty of room for individual initiative is left outside the classroom situation, which the teacher too often tends to dominate.

The student may report from time to time, or he may present a summary near the end of the term. These reports should provide most interesting class discussion. The data obtained are basic to any system of counseling or guidance that the school may wish to offer or that the teacher may attempt. The plan should build better teacher-student relationships because each student is given great freedom in choosing his work and conducting his own extra-credit activities. In these activities, the credit for success or the blame for failure rests squarely upon his shoulders. Under this plan there should be many successful students who would have failed under the orthodox system. The plan also fosters a tendency toward group activity instead of purely individual competition for honors.

#### RESULTS OF THE PLAN

Better relations between school and community should evolve through this plan because the broader range of credited activities encourages the student to enter into organizations, institutions, and activities outside the classroom and the school itself. In pursuing his individual skills and aptitudes, he goes into the world where they must soon be tested anyway.

It should be obvious that this plan will not fit into the curve system of marking. The wider range of accredited skills allows any individual student to make up for certain classroom deficiencies through outside activities. Under this plan a class may not fare so well on standardized subject-matter tests or orthodox entrance examinations, but happily neither bulks so importantly any more anyway. However, I believe the proposed method is in full harmony with the views of Allison Davis and others who deplore our practice of measuring intelligence by too narrow a set of experiences and verbalisms primarily characteristic of one social class.

This plan, if carefully used, can amount to the addition of several new courses to the school offerings at no extra expense to the taxpayer. Some of these are art appreciation; music appreciation; intelligent newspaper reading; choice of magazines, radio programs, television events, public lectures, and dramatic productions; creative reading and writing; model-making; crafts; study of community resources, etc.

I believe that the breadth and depth of the students' life-interests will be a revelation to teachers who have been drilling reluctant, unmotivated pupils. This discovery is the same in kind as that made by our ancestors when they found that free and responsible citizens would do more for a country than a hard-riden peasantry without freedom of choice or direction.

Of course, it must be admitted that it is harder to mark "objectively" such a wide range of activities, but the "objectivity" of testing in general is not so well established as to cause many qualms on that score. On the other hand, school retention rates should pick up, because students will realize that it is possible to be interested in vocational skills and everyday life without being penalized by college-preparatory courses in the high schools. Student behavior attitudes can be expected to improve as the teacher becomes less and less of a classroom tyrant and more and more of a guide and helpmate in learning what the students want to know. Student interference with the teacher may then be seen by the remaining students as a direct disservice to them rather than as a gesture of student

loyalty by class rebels.

Another almost inevitable result is that the teacher will find that more than a few of his students possess skills of an approved type far in excess of his own. The teacher will also find it necessary to abandon once and for all his traditional "know-it-all" attitude. No teacher can answer point-blank all questions which his students direct at him when so many skills and activities are acceptable. In fact, teachers will be amazed to find that they are learning a lot of things they never knew before—many of which they wish their teachers had told them or let them learn for themselves.

In closing, let me say I believe the greatest value of the proposed plan for granting no more than a B for classroom minimum skills, with higher marks depending upon extra-credit activities, is that it provides a means of unobtrusively starting a process which can transform a whole school system from the traditional type to the life-adjustment model. Many of the traditionalists will not strongly oppose such changes so long as they do not involve a wholesale and simultaneous reshuffling of the staff, courses, hours, labels, equipment, and regulations.

## SELECTED REFERENCES ON SECONDARY-SCHOOL INSTRUCTION

### III. THE SUBJECT FIELDS



THIS third and final list of selected references on secondary-school instruction to appear in the current volume of the *School Review* contains items dealing with the subject fields not represented in the February issue, namely, industrial and vocational arts, home economics, business education, music, art, and health and physical education. The present list, like the first and second, follows a definition of "instruction" which includes its three main aspects of (1) curriculum, (2) methods of teaching and study and supervision, and (3) measurement.

#### INDUSTRIAL AND VOCATIONAL ARTS<sup>1</sup>

HOMER J. SMITH

*University of Minnesota*

242. *Administration of Vocational Education*. United States Office of Education, Division of Vocational Education, Bulletin No. 1, General Series No. 1, 1948 (revised). Pp. xiv+114.

This publication is familiarly termed the "bible" by professional workers in vocational education. It is kept in revision as new acts and rulings require and continually appears with the "policies and recommendations for the administration of vo-

<sup>1</sup> See also Item 571 (Murbach) in the list of selected references appearing in the October, 1949, issue of the *School Review*.

ational education under provisions of the Federal Vocational Education Acts."

243. BAWDEN, WILLIAM T. "Selecting an Institution for Graduate Study," *Industrial Arts and Vocational Education*, XXVIII (April, 1949), 141-44.

Written particularly for industrial-education personnel, this article has broader usefulness. It is suggestive of how an aspirant should study himself in relation to graduate work, giving consideration to his personal qualities, professional background, interests, and aims. There are also suggestions on how to study and compare institutions offering graduate work.

244. BEACH, C. KENNETH (editor). "Industrial Education Number," *Education*, LXIX (April, 1949), 463-524.

A dozen authors have provided articles which combine to make an important contribution to the special literature. Some of the themes discussed are "A Decalogue for Vocational Industrial Education"; "Functional Industrial Arts"; and "Training in Industry, Apprenticeship, Industrial Teacher Education and the Part-Time Co-operative Program."

245. COTTINGHAM, H. F. "Paper-and-Pencil Tests Given to Students in Woodworking," *Occupations*, XXVII (November, 1948), 95-99.

The author used two standardized instruments for measuring general intelligence and four for measuring mechanical aptitude. These were administered to 359 boys in seven junior high schools in two Iowa cities. Conclusions are expressed as to the correlations of mechanical aptitude with intelligence, achievement in woodwork, and school marks.

246. *Digest of Annual Reports of State Boards for Vocational Education to the Office of Education, Division of Vocational Education, Fiscal Year Ended June 30, 1948.* Washington: Division of Vocational Education, United States Office of Education, 1949. Pp. vi+70.

This usual annual report on federally aided vocational-education programs for all states and outlying territories is both descriptive and tabular in nature (33 tables, 7 graphs). All subject-matter fields that receive aid are covered with regard to types of programs, classes, enrolments, expenditures, and aid allotments. Current vocational-education acts and advisory committees are listed.

247. FISHER, DOUGLAS A. *Steel Making in America.* New York: United States Steel Corp., 1949. Pp. 100.

A well-illustrated and informative bulletin, worthy of class use in both general and vocational courses. Its eighteen chapters are grouped in five main divisions: "Historical," "From Ore to Iron," "Iron into Steel," "Shaping and Finishing Steel," and "Looking Ahead with Steel."

248. FRIESE, JOHN F. "Recording and Weighting Industrial-Arts Grades," *Industrial Arts and Vocational Education*, XXXVIII (June, 1949), 223-25.

Acknowledges the difficulty of valid marking and suggests factors necessary to any convenient and worthy scheme. Charts are presented to illustrate the recording of the course expectancy and the individual pupil attainment, with means of proper comparative weighting of the marking factors chosen for use.

249. GALLINGTON, RALPH O. "Proper Maintenance Can Be Taught!" *School Shop*, IX (October, 1949), 9-10, 34.

Maintenance of school shops is discussed in terms of three groups of jobs: correct use and care of equipment, reconditioning and improvement of facilities, and replacement of damaged parts. Gallington's chief concern is that the necessary maintenance items be listed, classified, analyzed, and

assigned to afford learning experiences and to develop responsibility. He thinks of upkeep assignments as worthy parts of every course of study.

250. "A Guide for the Administration of Industrial Arts." Curriculum Bulletin No 1, 1949. St. Paul, Minnesota: State Department of Education, Vocational Division, 1949 (tentative edition). Pp. 30 (mimeographed).

A tentative report of a representative industrial-arts committee, largely restricted to administrative matters. It anticipates two additional bulletins—"A Guide to the Teaching of Industrial Arts" and "A Handbook for the Teacher of Industrial Arts"—both of which will provide detailed suggestions and aids. The present bulletin traces the history of such work in the state, discusses objectives with possibilities of expansion, and sets forth standards for approved departments.

251. JARVIS, JOHN A. "Evaluation of Test Results," *Industrial Arts and Vocational Education*, XXXVII (February, 1949), 41-44.

Discusses the method of evaluating objective tests by analysis of variance. An electricity test of forty items, as administered to forty-two college Freshmen, is shown, together with the individual attainments of students by items. A statistical procedure is then given in detail to show how to determine the significance of scores, the reliability of tests, and the analysis of test items for rejection or change.

252. METZ, JOHN J. (editor). "Shop Projects Number," *Industrial Arts and Vocational Education*, XXXVIII (October, 1949), 1A-44A and 305-48.

This issue of a ten-month journal contains fewer than usual professional articles and more than usual briefer writings about problems and projects. Here the industrial teacher and student will note a fine array of pieces of work for selection. Pictorial diagrams and working sketches are provided, with bills of materials and suggestions as to construction processes.

253. MICHEL, ART, and OTHERS. "A Conference on Methods and Resources for Apprenticeship Today," *Trained Men*, XXIX (May-June, 1949), 3-14.  
Report of a regional apprenticeship conference with contributions by national leaders in this special plan of training.
254. PATTERSON, WILLIAM F. "Apprenticeship Ratios," *Occupations*, XXVII (November, 1948), 113-15.  
Seeks to throw light upon an important training problem or policy, that of determining the appropriate number of apprentices to be accepted under learning contracts. Discussion centers in the history of the issue, national and local standards, local surveys, and factors of the need for workers.
255. PICKETT, RALPH E. "Technical Institutes," *Industrial Arts and Vocational Education*, XXXVIII (April, 1949), 137-40.  
Concerns youth-training programs that lie between those of the cosmopolitan or special vocational schools of secondary grade and those of the engineering level. There is discussion of types of institutions, curriculums, and the criteria of subject-content determination.
256. PROCTOR, JAMES O., and GRIEFSU, G. EDWARD. *TNT—Techniques, Notes, Tips for Teachers*. Albany, New York: Delmar Publishers, Inc., 1949. Pp. viii+88.  
"Here in this handy, pocket-size publication presented graphically and articulately the basic principles which underlie good instruction . . . presented, we might emphasize, for the use of any instructor, beginner or veteran, in school or industry." There is a page-by-page showing and simple telling of the rudiments of the instructional process.
257. PROSSER, CHARLES A., and QUIGLEY, THOMAS H. *Vocational Education in a Democracy*. Chicago: American Technical Society, 1949 (revised). Pp. x+580.  
It is "the belief of the authors that though most of the old book is still fundamentally sound, the new book should be more so." Principles, policies, and methods of vocational education of less-than-college grade are presented in view of the "changing demands on workers and the widening experiences of schools in their efforts to adapt vocational training to a dynamic economic world."
258. RIEDINGER, MABEL M. "The High-School Teacher's Service to the Employed Pupil," *School Review*, LVII (February, 1949), 83-88.  
This fine article is not concerned with co-operative, half-time, or any other type of part-time vocational training that is aided through federal funds. It sets forth the opportunities and responsibilities of all classroom teachers in their dealings with pupils under the "work-experience" program now expanding in the high schools.
259. "School Shop Annual," *Industrial Arts and Vocational Education*, XXXVIII (March, 1949), 1A-80A, 81-136.  
The current issue of a series begun in 1930. Each year's special volume is devoted largely to planning and organization. There are articles on space provision; on equipment and supply lists; and on shop layouts, problems, projects, and jobs. The 1949 "Annual" contains more than the usual number of courses of study and of descriptions of vocational schools. Much space is devoted to advertising of items needed by school-shop personnel.
260. SMITH, HOMER J. "Some Statements Prepared for the Vocational Teachers of Hesse, Germany," *Industrial Arts and Vocational Education*, XXXVIII (April, May, and June, 1949), 157-58, 191-93, 233-34.  
A series of brief statements on vocational guidance, vocational education, and vocational teacher-training provided to the vocational teachers of a German state, in their own language. The "briefs" were assumed to inform regarding accepted philosophies, plans, and practices in these fields or services in the United States.
261. TE POORTEN, J. E. "Wisconsin's Unique Circuit Plan a Boon to State," *Tech Training*, III (December, 1948), 1-2, 5.



A state co-ordinator explains the state-wide program of traveling teachers who meet the training needs of out-of-school youth and adults. He reports the twenty-year development of a plan for broadening the preparation and improvement opportunities of apprentices, on-the-job trainees, journeymen, and masters in a variety of trades or occupations. Justification, policies, problems, and plans are covered in the discussion.

262. TURNER, C. E. *Evaluation of Trade Experience in Terms of College Credits*. Boise, Idaho: State Board for Vocational Education, 1948. Pp. 68 (mimeographed).

Presents a detailed report on state and institutional policies concerning the granting of college credit for practical earning experience, to those persons who are preparing to engage in, or currently work at, teaching or oversight of vocational trade and industrial programs. Four types of evaluation were found. The report includes a composite table, followed by separate pages, to record the current policies and practices of thirty-five institutions.

263. WELCH, ROBERT. "Operating Principles of Advisory Committees," *American Vocational Journal*, XXIV (June, 1949), 5.

Presents a brief and definite statement concerning the use of committees in connection with vocational schools or with programs for specific work areas and occupations. It is based upon twenty years of experience in a state noted for generally advanced status in vocational education and for a series of "ground-breaking" training adventures.

## HOME ECONOMICS

NAOMI KELLER

*University of Chicago*

264. AMIDON, EDNA P. "Child Development in High School Home Economics Programs," *School Life*, XXXI (May, 1949), 7.

Lists objectives and suggested activities for teaching child development in

high school as worked out at a national conference on this subject.

265. BECK, LESTER F. *Human Growth*. New York: Harcourt, Brace & Co., 1949. Pp. 124.

Covers the same material as the widely known film by the same name. At the close of each chapter are questions that students will probably ask on the subject, with suggested answers. An excellent book for the home-economics library.

266. BEERY, MARY. *Manners Made Easy*. New York: McGraw-Hill Book Co., Inc., 1949. Pp. viii+328.

Deals with the subject of developing social graces. Its primary appeal is to senior high school students. At the close of a number of the chapters, filmstrips have been suggested.

267. BRIGGS, THOMAS H. (director). *The Buyer's Guide, with Work Sheets*. Compiled by Consumer Education Study of the National Association of Secondary-School Principals. New York: Gregg Publishing Co., 1949. Pp. xii+240.

The purpose of this guide is to help teachers in their attempts to train young people to buy more wisely. It is designed for use as a teaching aid in conjunction with a textbook or books on the subject of consumer education.

268. BROWN, EFFA. "Proportion and Scale," *What's New in Home Economics*, XIV (November, 1949), 36, 37, 120.

Suggests a plan to use with high-school girls in teaching interior decoration. The idea, if used, would not only be practical but should give the unit real appeal and make it realistic.

269. CARSON, BYRTA. *How You Look and Dress*. New York: McGraw-Hill Book Co., Inc., 1949. Pp. xvi+394.

This book was planned and written especially for girls who are taking courses in clothing for the first time. The use of a large number of visual materials and a simple vocabulary forms additional aids to the author's plan of setting up the chapters in an interesting, provoking sequence.

270. COTTEN, EMMI. *Clothes Make Magic*. New York: E. P. Dutton & Co., Inc., 1949. Pp. x+216.  
The first of the two sections of this book has to do with figure analysis and line in relation to the figure. The second section deals with color, giving in detail suggestions for using colors wisely.
271. DOUGLAS, HELEN GAHAGAN. "The World I Want for Children," *Parents' Magazine*, XXIV (March, 1949), 24-25, 107-10.  
Provides material for reading and discussion for the older students in classes in child development and family relationships.
272. ERWIN, MABEL D. *Clothing for Moderns*. New York: Macmillan Co., 1949. Pp. x+600.  
Written for the younger college student, this book includes much material that might also be used by the more advanced and more mature high-school student.
273. FERRIS, JOSEPHINE, "Pressing Impressions," *Practical Home Economics*, XXVII (February, 1949), 80-81, 103.  
Provides illustrations of good equipment and suggests methods of pressing fabrics to give a tailored look to the finished garment. Also provides hints concerning ways of handling this subject in teaching.
274. HENRY, M. FRANCES. "Time Management," *What's New in Home Economics*, XIV (October, 1949), 34-35, 148, 150.  
Suggests teaching techniques for a home-economics class that will train students to use their laboratory time to best advantage. The author's idea is not only that this training will assist the student to work at his best in the classroom but also that he will transfer this training to his home.
275. MCKOWN, HARRY C. *A Boy Grows Up*. New York: McGraw-Hill Book Co., Inc., 1949 (second edition). Pp. xvi+334.  
Written for the purpose of assisting the teen-age boy to understand himself in relation to the modern world and in preparation for manhood. Includes good reference materials.
276. MAYER, JANE. *Getting Along in the Family*. Parent-Teacher Series. New York 27: Bureau of Publications, Teachers College, Columbia University, 1949. Pp. 44.  
Planned primarily to help parents and teachers in their tasks of assisting boys and girls in the process of growing up. The material included should make this pamphlet equally valuable to older high-school students in their study of family relationships and child development.
277. ORATA, PEDRO. "Education for Home and Family Living," *Journal of Home Economics*, XLI (January, 1949), 5-7.  
The author reviews the change of emphasis that has occurred in the teaching of home economics through the years. He then describes the areas around which he feels teaching should be built.
278. RATHS, LOUIS, and FLECK, HENRIETTA. "What Is Home Economics Teaching?" *Practical Home Economics*, XXVII (September, 1949), 369-421.  
The authors suggest five criteria for determining whether or not teaching is going on in the home-economics classroom.
279. RYAN, MILDRED GRAVES. *Your Clothes and Personality*. New York: Appleton-Century-Crofts, Inc., 1949 (third edition). Pp. xii+326.  
Patterned in the same fashion as the original edition, this book has been modernized "to appeal" to the "modern girl." The approach is good, and the book is well supplied with timely illustrations.
280. "Sew Easy," *Practical Home Economics*, XXVII (May, 1949), 262.  
Describes and presents illustrations of the three types of portable sewing machines available on the American market.
281. SMART, MOLLIE STEVENS, and SMART, RUSSELL COOK. *Living and Learning with Children*. Boston: Houghton Mifflin Co., 1949. Pp. xiv+272.  
The authors planned this book for study both in family relationships and in child

development. They hope that the book will serve two purposes: "To help young people to understand young children as they contact them from day to day and to help adolescents in their preparation for being parents."

282. WOODIN, JAMES C. *Home Mechanics*. Bloomington, Illinois: McKnight & McKnight, 1949. Pp. 104.

Describes how to care for and repair home appliances and how to do many tasks around the home. Should be useful to a household-appliance class, as well as to one in home mechanics.

## BUSINESS EDUCATION

EDWIN A. SWANSON

*San Jose State College, San Jose, California*

283. BAHR, GLADYS. "A Good Lesson in Basic Business," *Business Teacher*, XXVII (December, 1949), 86-88.

Considers such points as daily review, motivation, pupil participation, evaluation, new assignment, and course personalization. Includes a self-appraisal check list for the teacher.

284. BROWNFIELD, LELAH. "Research Studies Completed and in Process," *Bulletin No. 48 of the National Association of Business Teacher-training Institutions*, pp. 50-69. Harrisonburg, Virginia: National Association of Business Teacher-training Institutions, 1949. (For sale by Research Press, 611 Harrison Street, Kirksville, Missouri.)

Illustrative of the bibliographical contribution published annually by the Association.

285. "The Business Education Program in the Secondary School," *Bulletin of the National Association of Secondary-School Principals*, XXXIII (November, 1949), 1-176.

Describes the characteristics of good business education at the secondary-school level in terms of housing, equipment, and teaching aids; teachers; supervision; selection, guidance, placement, and follow-up; extra-curriculum activities; co-ordi-

nated work experience; adult evening classes; research; and evaluation of the effectiveness of instruction in shorthand, typewriting, bookkeeping, basic business, distributive occupations, and clerical practice. Also published as the December, 1949, issue of the *National Business Education Quarterly*.

286. *Business Teacher*, XXVII (September-October, 1949), 1-36.

First issue of a new periodical (volume number to the contrary) published by the Gregg Publishing Company, which has been combined with the former Gregg News Letters and Shorthand Speed Tests and which is to be distributed to business classroom teachers on a service-courtesy basis.

287. CARMICHAEL, VERNAL H. "Business Education for All American Youth," *NEA Journal*, XXXVIII (November, 1949), 588-89.

Review of some of the common business principles and practices that should be understood by every high-school graduate, together with implications for secondary education.

288. COMAN, EDWIN T. *Sources of Business Information*. New York: Prentice-Hall, Inc., 1949. Pp. xii+406.

An appropriate volume for school libraries at both secondary and college levels. It is a contribution to the bibliographical literature.

289. ENTERLINE, H. G. *Trends of Thought in Business Education*. Monograph 72. Cincinnati, Ohio: South-Western Publishing Co., 1949. Pp. 30.

Dependable overview of some of the present trends in philosophic positions and considerations related to business education. Study includes place of business education in the secondary-school program; attitude toward public support of education and of business education; objectives of secondary-school business education; grade levels on which the various types of business courses should be offered; methods of curriculum and course-of-study construction; types of business education in the secondary school; guidance, placement, and follow-up in business education;

- training and experience recommendations for business teachers. A brief summary can be found in the March, 1949, issue of the *National Business Education Quarterly*.
290. ENTERLINE, H. G. "Suggested Business Curricula for the Secondary School," *Balance Sheet*, XXXI (September, 1949), 4-9.  
Includes discussion of objectives as well as specific curriculum proposals for large, medium-sized, and small high schools.
291. FAGAN, CLIFFORD L. "General and Social-Business Education: A Study of Its Status and Instructional Trends with Special Reference to the High Schools of Iowa," *National Business Education Quarterly*, XVIII (October, 1949), 15-22.  
Data obtained from questionnaires completed by 463 administrators and 559 business teachers in Iowa high schools.
292. FORKNER, HAMDEN L. "Does Everybody Need Some Business Education?" *NEA Journal*, XXXVIII (April, 1949), 260-61.  
Able presentation of the thesis that all young people should have school experiences that will direct their attention to, and build competency in dealing with, common, everyday business situations.
293. FRAKES, JOHN C. "Distributive Education in the Cleveland Public Schools," *Business Education World*, XXX (December, 1949), 181, 184-86.  
This article includes selected parts of Supervisor Frakes's annual report to his superintendent and provides a descriptive report of what is usually incorporated in a city distributive education program.
294. *General Business Education*. Sixth Yearbook. New York: Published jointly by the Eastern Business Teachers Association and the National Business Teachers Association, 1949. Pp. xiv+382. (For sale by University Book Store, New York University.)  
A major contribution to the literature related to basic business education.
295. HAAS, KENNETH B. *Distributive Education*. New York: Gregg Publishing Co., 1949 (second edition). Pp. xvi+300.  
Revision of previous book under same title.
296. HAYDEN, CARLOS K., and JENNINGS, WILLIAM E. "Using the Advisory Committee," *American Business Education*, VI (December, 1949), 89-94.  
Outlines ten functions of advisory committees and explains how these committees may be used in the development of school programs that meet community needs.
297. LESLIE, LOUIS A. *Methods of Teaching Transcription*. New York: Gregg Publishing Co., 1949. Pp. xiv+356.  
Recognized aspects of the teaching of shorthand transcription are comprehensively treated. Included are such factors as prerequisites, technique and production objectives, testing and grading, pre-transcription problems, and instructional devices.
298. LESSENBERRY, D. D. *Methods of Teaching Typewriting*. Monograph 71. Cincinnati, Ohio: South-Western Publishing Co., 1949. Pp. 32.  
A collection of eight articles covering such subjects as basic techniques, errors and corrective measures, teaching procedures, and predicting ability to learn. Should be of help to both supervisors and teachers.
299. LILES, PARKER. "A Program for Basic Business Education," *UBEA Forum*, III (March, 1949), 29-31, 44-45.  
Provocative analysis of what constitutes basic business education.
300. LOMAX, PAUL S. "The United Business Education Research Foundation: Its Purpose, Organization, and Program," *National Business Education Quarterly*, XVII (October, 1948), 4-5.  
An opportunity to anticipate some of the prospects for significant research activities in business education.

301. MOSES, LOUISE, and WALKER, A. L. "Virginia Develops a Program of Non-stenographic Office Training," *Business Education World*, XXX (November, 1949), 117-19.  
During the 1948-49 school year, fifteen high schools provided to about 225 pupils the new-type office training program described in this article.
302. NANASSY, LOUIS C., and NELSON, JULIUS. "Some Principles of Learning Applied to Typing," *Business Education World*, XXIX (June, 1949), 610-12.  
Forty ways that psychological principles related to learning may be applied in the teaching of typewriting.
303. PRICE, RAY G. "The Expanding Scope of Business Education," *Balance Sheet*, XXXI (October, 1949), 51.  
A business-education editorial that should be read by all high-school administrators and teachers involved in curriculum considerations related to business education.
304. "Research Issue Emphasizing Business Teacher Education," *National Business Education Quarterly*, XVII (March, 1949), 5-64; "Administrators' Issue Emphasizing Business Teacher Education," *ibid.* (May, 1949), 3-64.  
These two collections of articles—one sponsored by the Research Foundation and the other by the Administrators' Division of the United Business Education Association—may be considered a general report of current trends in business-teacher education in the United States.
305. SATLOW, I. DAVID. "Training Business Teachers for Professional Leadership," *Business Education World*, XXX (September, 1949), 11-13.  
A New York administrator tells what is expected of the business teacher who hopes for advancement and what a supervisor or department head can do to help the teacher qualify.
306. STUART, ESTA ROSS. "Relation between Office Standards and Classroom Standards," *UBEA Forum*, III (May, 1949), 27-29, 45-46.  
Includes, in addition to general discussion, some new data related to standards used in business offices for stenography, typing, and related skills.
307. TONNE, HERBERT A. (chairman). "N.O.M.A. List of Current Business Publications for Business Teachers," *Journal of Business Education*, XXV (November, 1949), 24.  
An annotated list of articles and books in business of especial interest to business teachers, compiled by the Business Library Committee of the National Office Management Association. Future lists to be released three times a year in appropriate issues of the *Journal of Business Education*.
308. TONNE, HERBERT A.; POPHAM, ESTELLE L.; and FREEMAN, M. HERBERT. *Methods of Teaching Business Subjects*. New York: Gregg Publishing Co., 1949. Pp. x+438.  
This book was designed to meet the practical need for a textbook for use in institutions training business teachers which offer only a single methods course in business education. Comprehensive and complete. Valuable aid for both supervisor and teacher.
309. TURILLE, STEPHEN J. *Principles and Methods in Business Education*. Staunton, Virginia: McClure Printing Co., 1949. Pp. viii+320.  
A study of basic principles and of methodology. Eighteen chapters are organized in four main divisions: Part I covering objectives, terminology, standards, and motivation; Part II, organizational problems, occupational experience, and curriculum construction; Part III, individual differences and guidance; Part IV, specific methodology in individual business subjects.
310. VAN DEVEER, ELIZABETH T. "Business Education in the Small High School,"



*Journal of Business Education*, XXIV (May, 1949), 11-13, 26.

Some worth-while and suggestive ideas for the teacher in the small-school situation, with particular reference to points developed under "What Subject Matter Should Be Taught?"

311. WANOUS, S. J. "How To Achieve High Standards in Office Typing," *Balance Sheet*, XXX (March, 1949), 292-94.

Explains how and why high production rates are the result of quality teaching—teaching that stresses vigorously good techniques.

312. WELLS, INEZ RAY. "A Survey of Basic Business Education in Ohio," *Bulletin No. 47 of the National Association of Business Teacher-training Institutions*, pp. 24-39. Harrisonburg, Virginia: National Association of Business Teacher-training Institutions, 1949. (For sale by Research Press, 611 Harrison Street, Kirksville, Missouri.)

Survey report covers availability of basic business subjects, extent of pupil enrollment, tendency for requiring these subjects, training for teachers, and similar points of related interest.

## MUSIC<sup>2</sup>

V. HOWARD TALLEY  
*University of Chicago*

313. ADAM, WILLIAM A. "Functional Harmony; Its Use in Modern Arranging," *Educational Music Magazine*, XXIX (November-December, 1949), 15, 52-54.

Compares the three principal chords (tonic, dominant, subdominant) in the

<sup>2</sup> See also Items 564 (Beelar), 565 (Boviard), 567 (*Folk Music of the United States and Latin America: Combined Catalog of Phonograph Records*), 572 (Mursell), and 575 (Revelli) in the list of selected references appearing in the November, 1949, number of the *Elementary School Journal*, and Item 635 (Fleming) in the list of selected references appearing in the December, 1949, number of the same journal.

diatonic system to the three primary colors and discusses ways of using them in arranging music for instrumental ensembles.

314. BEST, CLARENCE J. *Music Rooms and Equipment*. Music Education Research Council Bulletin No. 17. Chicago: Music Educators National Conference, 1949. Pp. 112.

A guide to planning and equipping music rooms of all types, with floor plans, diagrams, and drawings. Includes a comprehensive bibliography.

315. CHENOWETH, GENE. "For a More Constructive Guidance Program," *Music Educators Journal*, XXXV (February-March, 1949), 31, 57-59.

Stresses the importance of talent testing of the same individual at different grade levels as an aid to effective guidance techniques.

316. CHRISTIANSON, NORA D. "Teaching American History through Its Period Music," *Social Studies*, XL (April, 1949), 156-65.

Gives lists of appropriate music for a sample unit on "The Negro's Contribution to American Culture."

317. CHRISTY, VAN A. *Evaluation of Choral Music*. Teachers College Contributions to Education, No. 885. New York: Bureau of Publications, Teachers College, Columbia University, 1948. Pp. xii+108.

Reports the results of an experiment in comparative ratings by various kinds of juries of the literary, musical, and utilitarian values of certain choral compositions. These ratings are then compared to the sales record of the same compositions.

318. DENNIS, CHARLES M., and DYKEMA, PETER. *Music Supervision and Administration in the Schools*. Music Education Research Council Bulletin No. 18. Chicago: Music Educators National Conference, 1949. Pp. 30.

Outlines the scope and activities of the supervisor and administrator and describes the conditions under which they work.

319. FLAGG, MARION. *Musical Learning: A Guide to Child Growth*. Boston: C. C. Birchard & Co., 1949. Pp. xii+196.  
Discusses the principles of musical learning and their application to musical skills and understandings.
320. JONES, LLEWELLYN BRUCE. *Building the Instrumental Music Department*. New York: Carl Fischer, Inc., 1949. Pp. viii+144.  
Designed for the vocalist, string specialist, theorist, or performer who must assume the duties of a director of instrumental music.
321. JONES, VINCENT. *Music Education in the College*. Boston: C. C. Birchard & Co., 1949. Pp. ii+220.  
Surveys the past and the present state of music in American liberal arts colleges and advances some specifics based on general principles of education.
322. LARSON, WILLIAM S. (compiler). *Bibliography of Research Studies in Music Education 1932-1948*. Chicago: Music Educators National Conference, 1949. Pp. xii+120.  
Lists by states the authors and titles of theses for higher degrees and includes a topical index of the theses and research studies.
323. MCHOSE, ALLEN I., and WHITE, DONALD F. *Keyboard and Dictation Manual*. Eastman School of Music Series. New York: Appleton-Century-Crofts, Inc., 1949. Pp. xii+170.  
Contains a set of graduated exercises for keyboard harmony and harmonic dictation taken largely from the works of Bach.
324. MCKINNEY, HOWARD D. "The Real Aims of Music Appreciation," *Music Educators Journal*, XXXV (January, 1949), 9-10, 42-45.  
States the objectives and the *modus operandi* of a college music-appreciation course that will help develop the improvement of taste and the understanding of music in relation to life.
325. SUNDERMAN, LLOYD FREDERICK (editor). "Music Number," *Education*, LXIX (March, 1949), 391-459.  
A special issue of eleven articles on music education that includes contributions from Russell V. Morgan ("The Creative Experience in Music Education"), Norman Phelps ("Music Theory as a Part of the High School Music Program"), Marguerite V. Hood ("Piano Instruction Moves into the School Classroom"), and Margaret Welch Wilson ("A Dynamic Music Education Course of Study for High School Students").
326. SUR, WILLIAM R. (editor). *Piano Instruction in the Schools: A Report and Interpretation of a National Survey*. Chicago: Music Educators National Conference, 1949. Pp. viii+64.  
Reports the national attitude toward music instruction in the schools and gives statistics on the number of schools having class and individual instruction in piano.
327. WILSON, HARRY ROBERT. *Choral Arranging for Schools, Glee Clubs and Publication*. New York: Robbins Music Corp., 1949. Pp. 124.  
Gives practical hints on the use of modern choral devices in arranging compositions in other mediums for various kinds of choral groups.

## ART

ROBERT D. ERICKSON  
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328. ALLEN, EDITH LOUISE. *Weaving You Can Do*. Peoria, Illinois: Manual Arts Press, 1947. Pp. 118.  
Takes up the important "little" questions involved in successful hand weaving. Explains how to operate every kind of loom, from small frames to foot-powered, four-harness types. The book is divided into five parts: I, "Getting the Right Start toward Beautiful Weaving"; II, "Weaves Made on a Weaving Frame"; III, "Weaving on Table and Floor Looms"; IV, "Design and Draft Reading"; and V, "Pattern Problems." Contains seventy-

three illustrations in half-tone and black and white.

329. "As an Art Teacher I Believe That . . .," *Art Education*, II (March-April, 1949), 1.

This journal of the National Art Education Association presents a creed for art teachers in keeping with changing trends in art education.

330. BOND, ROBIN. "Art and Adolescence," *Art Education Organizes*, pp. 78-97. 1949 Yearbook of the National Art Education Association. Kutztown, Pennsylvania: National Art Education Association, 1949.

One of England's progressive artist-teachers discusses the place of art in the growth of the individual. Teaching related to the needs of the child is challengingly discussed.

331. DOBBS, WALLACE E. "Beginners Guide to Photography. I," *Popular Photography*, XXV (August, 1949), 77-92.

Discusses beginning principles in photography related to the camera, film, composition, form and lighting, depth of field, focus, and exposure. Suitable for aspiring adolescent and adult photographers.

332. DORNER, ALEXANDER. *The Way beyond Art: The Work of Herbert Bayer*. New York: Wittenborn, Schultz, Inc., 1947. Pp. 244.

The third of a series of volumes on "Problems in Contemporary Art." Explains modern trends in creative art. Contains an introduction by John Dewey and discusses tensions in contemporary art and the genesis of contemporary art, as well as the work of Herbert Bayer. Illustrated with 149 pen and halftone reproductions and five color reproductions.

333. ERICKSON, ROBERT D. "Social Problems Arise in the Art Laboratory," *Western Arts Association Bulletin*, XXXIII (January, 1949), 7-10.

Presents data related to the evidenced social problems of adolescents in an expanded art program.

334. *The Herman Miller Collection: Furniture Designed by Nelson, Eames, Noguchi, and Lasslo*. Zeeland, Michigan: Herman Miller Furniture Co., 1948. Pp. 72.

Presents biographical data on the designers, together with descriptions, dimensions, and photographs of various pieces.

335. HITCHCOCK, HENRY RUSSELL. *Painting toward Architecture*. The Miller Co. Collection of Abstract Art. New York: Duell, Sloan & Pearce, Inc., 1948. Pp. 118.

Presents direct and indirect influences of contemporary painters and sculptors on the architects and the designers of their own generation and implications as to the effect on future planning and designing. Profusely illustrated in black and white and color with the works of Arp, Mondrian, Klee, Helion, Leger, Merida, Miro, Picasso, and others.

336. JOHNSON, ROBERT E. "Fine Arts as a Means of Personality Integration," *School Review*, LVI (April, 1948), 223-28.

Based upon the hypothesis that "production of art is a way of thinking and of understanding life." After much scholarly discussion, the article presents the conclusion that "images are carried to the point of representation in art form"—a fact known and used by creative artists for many generations.

337. KANDINSKY, WASSILY. *On the Spiritual in Art*. HILLA REBAY, editor and translator. New York: Solomon R. Guggenheim Foundation for Museum of Non-objective Painting, 1947. Pp. 152.

Presents theories related to color, form, organization, and concept by one of the leaders of nonobjective (design) painting. A clear analysis of directions in Kandinsky's own work is a guidepost toward appreciation of paintings in the nonobjective realm. Contains twenty-five illustrations, three in color.

338. LE CORBUSIER. *New World of Space*. New York: Harcourt, Brace & Co., 1948. Pp. 128.  
 "Some day through unanimous effort unity will reign once more in the major arts, city planning and architecture, sculpture and painting." This is the core of the book. Profusely illustrated with Le Corbusier's painting, sculpture, and architecture in chronological order.
339. "Only in the U.S.A.," *House and Garden*, XCVI (July, 1949), 28-35.  
 Presents photographs of several of today's leading designers, with examples of their work, such as furniture, fabrics, lighting fixtures, television sets, refrigerators. These articles are pictured with their respective designers.
340. READ, HERBERT. *Art and Industry*. London: Faber & Faber, Ltd., 1947 (third edition). Pp. 144. (New York: Harcourt, Brace & Co.)  
 Presents a keen analysis of design as related to human needs. The book is divided as follows: Part I, "The Problem in Its Historical and Theoretical Aspects"; Part II, "Form"; Part III, "Color and Ornament"; and Part IV, "Art Education in the Industrial Age."
341. SABARTÉS, JAIME. *Paintings and Drawings of Picasso*. Paris: Braun & Cie., 1946. Pp. 54. (New York: Tudor Publishing Co.)  
 Presents some new insights into the life-drives of Picasso. Many seldom reproduced plates of his work are included in twenty-four illustrations in color and eleven illustrations in black and white.
342. STODDARD, DONNA M. "Frank Lloyd Wright Designs a College," *Design*, L (June, 1949), 12, 13, 23.  
 Presents a new concept in buildings designed to be "out of the ground, into the light, a child of the sun." Illustrated with interiors and exteriors of a college designed by Wright which struggles to "bring us back to earth and make us appreciate our world."
343. "Textiles: The Woven Fabric, the Printed Fabric," *Everyday Art Quarterly*, XI (Summer, 1949), 1-16.  
 This issue of a publication of the Walker Art Center, Minneapolis, Minnesota, presents the approach of the contemporary designer to weaving. The entire issue is devoted to examples of contemporary weaving.

## HEALTH AND PHYSICAL EDUCATION<sup>3</sup>

D. K. BRACE

University of Texas

344. AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. *Research Methods Applied to Health, Physical Education, and Recreation*. Washington: American Association for Health, Physical Education, and Recreation, 1949. Pp. 536.  
 A book prepared by Committees of the Research Section of the Association, which will orient the reader in the research procedures in the fields covered.
345. BOVARD, JOHN F.; COZENS, FREDERICK W.; and HAGMAN, E. PATRICIA. *Tests and Measurements in Physical Education*. Philadelphia: W. B. Saunders Co., 1949. Pp. xvii+410.  
 A third and improved revision of an excellent book which gives a good summary of the measurement procedures in health and physical education.
346. BRACE, DAVID K. "Education for Democracy through Physical Education," *Education*, LXX (October, 1949), 112-15.  
 Presents specific objectives for instruction in physical education which will meet tenets of our democratic philosophy.

<sup>3</sup> See also Item 617 (Williams and Abernathy) in the list of selected references appearing in the November, 1949, number of the *Elementary School Journal*.

347. BURNETT, LOUIS R. "Outlines for Guidance: The Physician in the Health Program for Secondary Schools," *Journal of the American Association for Health, Physical Education, and Recreation*, XX (June, 1949), 368-96, 415-16. Presents a discussion of the function of the modern school physician.
348. CLARK, LEMON. *Sex and You*. Indianapolis, Indiana: Bobbs-Merrill Co., Inc., 1949. Pp. 204.  
A book for adults or young persons planning to be married.
349. CUMMINGS, PARKE (editor). *Dictionary of Sports*. New York: A. S. Barnes & Co., 1949. Pp. xxii+572.  
A dictionary of over nine thousand technical terms used in sports. Terms are also classified by sports.
350. GUENTHER, DONALD P. "Problems Involving Legal Liability in Schools," *Journal of the American Association for Health, Physical Education, and Recreation*, XX (October, 1949), 511, 536-40. Presents a discussion of legal liability for injuries in athletic programs, with emphasis on importance of athletic insurance.
351. KELLY, ELLEN D. *Teaching Posture and Body Mechanics*. New York: A. S. Barnes & Co., 1949. Pp. 212.  
Presents a description of standards of body mechanics and practical activities through which they may be taught to children of different ages.
352. KILANDER, H. F. "Trends in Health Education in Secondary Schools," *Journal of School Health*, XIX (November, 1949), 237-45.  
Gives an excellent summary of the expanding role of health education in the secondary schools.
353. MEANS, LOUIS E. *The Organization and Administration of Intramural Sports*. St. Louis, Missouri: C. V. Mosby Co., 1949. Pp. 442.  
Makes practical suggestions for the organization and conduct of intramural sports.
354. OBERTEUFFER, DELBERT. *School Health Education*. New York: Harper & Bros., 1949. Pp. viii+406.  
Provides an excellent treatment of the school health program of value to in-service education of teachers and school health personnel.
355. SHAFFER, THOMAS E. "Use of Child-Health Conference for Teaching Health and Child Care in High School," *Journal of School Health*, XIX (June, 1949), 155-59.  
Presents a description of procedures used with tenth- and eleventh-grade pupils.
356. SIELSKI, MATTHEW C. "Teach Driving the Right Way," *Safety Education*, XXIX (November, 1949), 1-3.  
Supplies good suggestions on driver education and behind-the-wheel instruction.
357. SODEN, WILLIAM H. (editor). *Rehabilitation of the Handicapped*. New York: Ronald Press Co., 1949. Pp. 400.  
Gives an account of procedures in current use for medical and physical rehabilitation of disabled persons.
358. WOLFFE, JOSEPH B., and DIGILIO, VICTOR A. "The Heart in the Athlete," *Journal of the American Association for Health, Physical Education, and Recreation*, XX (January, 1949), 8-9, 62-63.  
Two heart specialists present a report of studies on the hearts of athletes. Stresses that the injurious effects of athletics on the heart have been overemphasized.



## EDUCATIONAL WRITINGS



### REVIEWS AND BOOK NOTES

ROBERT J. HAVIGHURST and HILDA TABA, *Adolescent Character and Personality*. New York: John Wiley & Sons, Inc., 1949. Pp. x+316. \$4.00.

Already widely in use, this textual study of community life has stirred up considerable interest, especially for population centers comparable to Prairie City and Elmtown, which are the communities considered in *Adolescent Character and Personality*. The treatment is a fortunate combination of scholarly details, assembled by scientific procedure, and popular interpretation making the conclusions available for laymen. It is the product of the University of Chicago Committee on Human Development, a group currently making a notable contribution to the literature of applied psychology and sociology. Readers of this review will be glad to learn that this Committee features three major purposes: to provide training opportunities for this type of research, to conduct expansive investigations dealing with human development, and to measure environmental changes conducive to the favorable unfolding of the character and personality of children of school age.

Fifteen collaborators, several of whom are well-known authorities in childhood education and juvenile behavior, assisted the authors in outlining the subject matter of this valuable publication. A companion volume, now available, is entitled *Elmtown's Youth*.<sup>1</sup> This presentation is concerned with the same community and with some of the same boys and girls. For those of us who are familiar with the vast historic literature on

ethical conduct and discipline of children, this material is both refreshing and reassuring. The dreary and threatening days of school life and domestic subjugation are finished, with a more humane and inspiring approach to the whole problem of nurture and guidance for the younger generation.

The five major divisions of the content of the Havighurst and Taba book in the series captured the reviewer's attention immediately—"Overview," "Group Studies," "Character and Personality Types," "Suggestions for Character Education," and "Methods of Studying Character and Personality." It is the reviewer's belief that young teachers, coaches, and professional counselors, as well as parents, will be profoundly impressed by the conclusions derived from this highly motivated research. Five of the more strategic and critical traits of character were discovered to be friendliness, honesty, loyalty, moral courage, and responsibility. Though there is nothing startling about this list, it is, nonetheless, helpful objectively to have such concrete attributes of citizenship outlined.

The report reveals some arresting findings on the influence of the church on character. It is to be hoped that a large number of clergymen will have access to this material. The school and the church should form a common cultural and social front more effectively than has hitherto been the case. Another related and striking cluster of facts is to be found in the discussion of theory and practice related to our moral convictions. In our democratic society beliefs and behavior are, all too often, poles apart.

Personality is divided into five conspicuous varieties: self-directive, adaptive, submissive, defiant, and unadjusted. This analy-

<sup>1</sup> August B. Hollingshead, *Elmtown's Youth*, New York: John Wiley & Sons, 1949.

sis is exceedingly useful, and, in the opinion of the reviewer, this classification outline will go far in assisting classroom and homeroom teachers to effect desirable changes in their pupils. There is much potential good that is lost as the result of ignorance on the part of parents, coaches, scoutmasters, advisers, and academic instructors. In this book we are introduced to both subject matter and method with which the rank and file of teachers must be familiar if we are to make appreciable progress in the improvement of character in our everyday American community life.

CARROLL D. CHAMPLIN

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*Piano Instruction in the Schools: A Report and Interpretation of a National Survey.* Edited by William R. Sur. Chicago: Music Educators National Conference, 1949. Pp. viii+64. \$1.00.

CLARENCE J. BEST, *Music Rooms and Equipment.* Education Research Council Bulletin No. 17. Chicago: Music Educators National Conference, 1949. Pp. 112. \$1.50.

*Piano Instruction in the Schools*, edited by William R. Sur, and *Music Rooms and Equipment*, by Clarence J. Best, offer convincing evidence of the status of music as an accepted part of the curriculum in the public schools. *Piano Instruction in the Schools* is an amplification and interpretation of the results of two surveys conducted in 1948 by a professional firm and sponsored by the Music Educators National Conference Project Committee on Basic Music Instruction through Piano Classes and by the Class Piano Instruction Committee of the National Piano Manufacturers Association of America, Inc. *Music Rooms and Equipment* is intended as a guide for the planning of music rooms in new school buildings or for the remodeling of space allotted to music in build-

ings not originally designed for such a purpose.

*Piano Instruction in the Schools* consists of two parts and an appendix. Part I covers the results of the first of the afore-mentioned surveys—a survey primarily concerned with ascertaining national attitudes toward music instruction in the schools and especially toward piano instruction. It was found that a great many principals and superintendents who were opposed to musical activities in which all the children cannot take part—band and orchestra, for example—favored the inclusion of class instruction in piano which would reach more children and particularly those children who could not afford to pay for piano lessons outside of school. Consideration is given here to various aspects of the subject, such as the extent of piano instruction now available in the schools, the facilities and equipment for class instruction (dummy keyboards and the like), the matter of credit for piano study, and the value of piano instruction to the child and to his future development, etc.

In spite of the fact that one could go overboard on the matter of class piano instruction, the advantages outweigh the disadvantages. It is true that the emphasis is necessarily placed on mere manipulation of the fingers on a keyboard—dummy or actual—so that there is little opportunity for teaching the finer aspects of piano-playing or for attaining a high level of technical competence, not to speak of such things as expression and interpretation. Nevertheless, the work done in a piano class may provide the basis for further exploration in music and may give the recipient a gateway to pleasurable and purposeful employment of leisure time.

Part II retails the results of a "Mail Investigation of Piano Instruction among Public School Systems." It is replete with statistical tables, illustrations, etc., and provides many interesting data. The report tells us that the demand for class instruction in piano is greatest in the South, where the more elaborate and expensive kinds of musical training are comparatively rare. In the

area covered by the North Central states, instruction in piano has not been so prevalent as instruction in band and orchestra, but, in the past five years, the most rapid adoption of piano instruction in the schools has taken place in this area. Of course, a report based on mailed questionnaires is, by its nature, inconclusive because of the small number of returned answers. Seven of the fourteen cities with populations of 500,000 and over have not been heard from. Undoubtedly, returns from these centers would increase the total amount of class piano instruction now going on.

The Appendix offers copies of the questionnaire and other documents, including a list of additional material on class piano instruction.

This study should convince the most conservative among our educators and school boards that music in the public schools is a serious business and one to be reckoned with more and more.

The contents of the bulletin, *Music Rooms and Equipment*, show that music is not only serious business but is, moreover, big business, if the recommendations and plans discussed are followed and carried out. Every conceivable requirement for housing and equipping the music departments of elementary and secondary schools has been thought of and is presented with clarity and with the authority of one experienced in these matters. Types of music rooms, problems in acoustics, illumination, heating and ventilation, equipment for the various needs of the music department are a few of the topics discussed. There are numerous illustrations and diagrams to help those persons concerned with planning, building, and equipping an up-to-date plant devoted partly or wholly to music. The bulletin contains a three-page bibliography of books and articles on the subject.

V. HOWARD TALLEY

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## CURRENT PUBLICATIONS RECEIVED

### METHOD, HISTORY, THEORY, AND PRACTICE

ADAMS, FAY; GRAY, LILLIAN; and REESE, DORA. *Teaching Children To Read*. New York 10: Ronald Press Co., 1949. Pp. x+526.

BEAUMONT, HENRY, and MACOMBER, FREEMAN GLENN. *Psychological Factors in Education*. McGraw-Hill Series in Education. New York 18: McGraw-Hill Book Co., Inc., 1949. Pp. x+318. \$3.00.

Co-operative Study of the Mobile Public Schools. Vol. I, *Historical Foundations of Mobile* by CHARLES GRAYSON SUMMERSELL, Studies in Education No. 12, pp. xii+82; Vol. II, *Economic Foundations of Mobile* by H. H. CHAPMAN, Studies in Education No. 13, pp. xvi+196; Vol. III, *History and Administration of the Sixteenth Section of Mobile County Lands* by

JAMES B. SELLERS, Studies in Education No. 14, pp. 48; Vol. IV, *Organization and Administration of the Mobile Public Schools*, Studies in Education No. 15, pp. xxxviii+204; Vol. V, *Instructional Program of the Mobile Public Schools*, Studies in Education No. 16, pp. xxxiv+304. University, Alabama: Bureau of Educational Research, College of Education, University of Alabama, 1949.

*Correspondence Education in Australia and New Zealand*. Compiled by S. A. RAYNER. Australian Council for Educational Research, Educational Research Series, No. 64. Carlton, N.3, Victoria, Australia: Melbourne University Press, 1949. Pp. 120.

DEL SOLAR, CHARLOTTE. *Parents and Teachers View the Child: A Comparative Study of Parents' and Teachers' Appraisals of Children*. New York 27: Bureau of Publica-

- tions, Teachers College, Columbia University, 1949. Pp. x+120. \$3.00.
- The Education of Exceptional Children.* Prepared by the Society's Committee, SAMUEL R. KIRE, chairman. Forty-ninth Yearbook of the National Society for the Study of Education, Part II. Chicago 37: Distributed by the University of Chicago Press, 1950. Pp. xiv+350+lxii. \$3.50, cloth; \$2.75, paper.
- JERSILD, ARTHUR T., and TASCH, RUTH J. *Children's Interests and What They Suggest for Education.* New York 27: Bureau of Publications, Teachers College, Columbia University, 1949. Pp. xiv+174. \$3.25.
- JERSILD, ARTHUR T.; WOODYARD, ELLA S.; and DEL SOLAR, CHARLOTTE. *Joys and Problems of Child Rearing.* New York 27: Bureau of Publications, Teachers College, Columbia University, 1949. Pp. xiv+236. \$4.50.
- Learning and Instruction.* Prepared by the Society's Committee, G. LESTER ANDERSON, chairman. Forty-ninth Yearbook of the National Society for the Study of Education, Part I. Chicago 37: Distributed by the University of Chicago Press, 1950. Pp. xii+358. \$3.50, cloth; \$2.75, paper.
- SPEARS, HAROLD. *The High School for Today.* New York 16: American Book Co., 1950. Pp. xiv+380. \$4.00.

#### BOOKS FOR HIGH-SCHOOL TEACHERS AND PUPILS

- ANDEREGG, SALLY. *One World through Friendship.* A Play for Classroom and Young Group Presentation. New York 1: William-Frederick Press, 1950. Pp. 26.
- BACON FRANCIS L. *Sweet Land of Liberty: A Graphic Story of Our Democracy.* Chicago 40: Denoyer-Geppert Co., 1949. Pp. 20. \$0.50.
- BISHOP, FLORENCE C., and IRWIN, MANLEY E. *Instructional Tests in Plane Geometry, Comprising Forty-five Tests Covering the Various Phases of the Subject.* Yonkers-on-Hudson 5, New York: World Book Co., 1950 (revised). Pp. x+68.
- CHASE, NAOMI; OLSON, HELEN F.; and HUSEBY, HAROLD. *Holt English Language Series: Reading, Listening, Speaking, Writing.* Junior Book 1, pp. xxiv+136, \$1.96; Junior Book 2, pp. xxiv+144, \$2.04. New York 10: Henry Holt & Co., 1950.
- COLLIER, JOHN, JR., and BUITRÓN, ANÍBAL. *The Awakening Valley.* Chicago 37: University of Chicago Press, 1949. Pp. viii+200. \$6.00.
- HAWKINS, GEORGE E., and WALKER, L. S. *Self-Help General Mathematics Workbook.* Chicago 11: Scott, Foresman & Co., 1949. Pp. 74. \$0.72.
- HIGGINS, WINFIELD C. *Tourplay: The Game Book for Young and Old—on the Road in Automobiles.* New York 1: William-Frederick Press, 1949. Pp. 54. \$1.50.
- SONDEL, BESS. *How To Be a Better Speaker,* pp. 48. \$0.60; *Instructor's Guide to "How To Be a Better Speaker,"* pp. 12. Life Adjustment Booklet. Chicago 4: Science Research Associates, Inc., 1950.
- WESLEY, EDGAR BRUCE. *Teaching Social Studies thru Maps.* A Manual To Accompany the Wesley Social Studies Series *Our America.* Chicago 40: Denoyer-Geppert Co., 1940. Pp. 24.
- WHIPPLE, GERTRUDE; JAMES, PRESTON E.; and OLIN, IRIS E. *Teacher's Manual for "Living on Our Earth."* New York 11: Macmillan Co., 1949. Pp. vi+186.
- World Neighbors: A Book of Readings of Many Countries.* Edited by THELMA G. JAMES, WALTER R. NORTHCOTT, and MARQUIS E. SHATTUCK. New York 16: Harper & Bros., 1950. Pp. xii+520. \$3.20.

#### PUBLICATIONS IN PAMPHLET FORM

- Applied Chemistry for High School Students.* Curriculum Bulletin, 1948-49 Series, No. 2. Brooklyn 2, New York: Board of Education of the City of New York, 1949. Pp. viii+80.

- BARUCH, DOROTHY W. *How To Discipline Your Children*. Public Affairs Pamphlet No. 154. New York 16: Public Affairs Committee, Inc., 1949. Pp. 32. \$0.20.
- BEECHER, DWIGHT E. *The Evaluation of Teaching—Backgrounds and Concepts*. Syracuse 2, New York: Syracuse University Press, 1949. Pp. xii+106.
- BEECHER, DWIGHT E. *The New York State Teachers' Salary Law of 1947: A Report on the First Year of Operation*. University of the State of New York Bulletin No. 1373. Albany, New York: University of the State of New York, 1949. Pp. 70.
- BOYD, GERTRUDE. *Appraising and Developing Reading Skills*. Monograph Series No. 7. Laramie, Wyoming: Bureau of Educational Research and Service, College of Education, University of Wyoming, 1949. Pp. 44. \$0.50.
- CALIFORNIA COMMISSION ON SCHOOL DISTRICTS. *A Report on School District Reorganization in California, 1946-48*, pp. 96; *Findings and Recommendations of the Commission on School Districts, State of California, 1949*, pp. viii+130; *Supplement to "A Report on School District Reorganization in California,"* pp. 16. Sacramento 16, California: California Commission of School Districts, 1949.
- The CIO: What It Is and What It Does*. Washington 6: Department of Research and Education, Congress of Industrial Organizations, 1949. Pp. 16. \$0.15.
- Education for Veterans' Children*. Albany 1, New York: Bureau of Publications, State Education Department, 1949.
- Educators Guide to Free Slidefilms*. Compiled and edited by MARY FOLEY HORKHEIMER and JOHN W. DIFFOR. Randolph, Wisconsin: Educators Progress Service, 1949. Pp. iv+114. \$3.00.
- The Emotional Climate of the Exceptional Child*. Proceedings of the Spring Conference on the Emotional Climate of the Exceptional Child under the Auspices of the Child Research Clinic of the Woods Schools. Langhorne, Pennsylvania: Woods Schools, 1949. Pp. 50.
- Employment Outlook in Railroad Occupations*. United States Bureau of Labor Statistics, Occupational Outlook Series, Bulletin No. 961. Washington 25: Government Printing Office, 1949. Pp. iv+52. \$0.30.
- Famous New Yorkers: A WNYE School Broadcast Manual*. School Broadcast Manual, 1949-1950 Series, No. 2. Brooklyn 2: Board of Education of the City of New York, 1949. Pp. 56.
- For Our Time: A Handbook for Elementary Social Studies Teachers*. Prepared by the Elementary Social Studies Core Committee. South Bend, Indiana: School City of South Bend, 1949. Pp. 48. \$1.00.
- Guide for Better Reading: Some Suggested Books and Periodicals for Extension and Enrichment of the West Virginia School Curriculum—Elementary and Junior High School*. Prepared by State Library and Reading Committee with the Co-operation of County Library and Reading Committees and the State Division of Elementary and Secondary Schools under Direction of W. W. TRENT. Charleston, West Virginia: State Department of Education, 1949. Pp. 190.
- How Can We the People Achieve a Just Peace?* Selected Speeches, Second Annual Session, Mount Holyoke College Institute on the United Nations, RUTH C. LAWSON, director. South Hadley, Massachusetts: Mount Holyoke College Institute on the United Nations, 1949. Pp. x+254 (processed).
- Indiana and Midwest School Building Planning Conference: Proceedings*. Bulletin of the School of Education, Indiana University, Vol. XXV, No. 5. Bloomington, Indiana: Division of Research and Field Services, Indiana University, 1949. Pp. 72. \$1.00.
- INTERNATIONAL BUREAU OF EDUCATION. *International Yearbook of Education, 1948*.



- Publication No. 109. Geneva, Switzerland: International Bureau of Education, 1948. (Also Paris, France: United Nations Educational, Scientific and Cultural Organization.) Pp. 310.
- IVY, A. C., and ROSS, IRWIN. *Religion and Race: Barriers to College?* Public Affairs Pamphlet No. 153. New York 16: Public Affairs Committee, Inc., 1949. Pp. 32. \$0.20.
- Job Area Analyses for Occupational Education.* Reprints from the Magazine *Occupational Education*. New York 16: Association for New York City Teachers of Special Education (224 East 28th Street), 1948. Pp. 46.
- "Latin American Exhibits: Part I, Art Exhibits; Part II, Kodachrome Slides; Part III, Supplementary Visual Aids." Washington 6: Department of Cultural Affairs, Pan American Union, 1949. Pp. 12 (mimeographed).
- LENGYEL, EMIL, and HARSCH, JOSEPH C. *Eastern Europe Today.* Headline Series No. 77. New York 16: Foreign Policy Association, 1949. Pp. 64. \$0.35.
- Libraries of the Southeast.* A Report of the Southeastern States Cooperative Library Survey, 1946-1947. Edited by LOUIS R. WILSON and MARION A. MILCZEWSKI. Chapel Hill, North Carolina: Published for the Southeastern Library Association by the University of North Carolina Press, 1949. Pp. xxiv+302. \$2.50, paper; \$3.00, cloth.
- Living and Learning in the Elementary Grades.* An Intimate Study of the P. K. Yonge Laboratory School, College of Education, University of Florida. Gainesville, Florida: College of Education, University of Florida, 1949. Pp. 92. \$0.75.
- Manual of Procedures in Individual and Group Guidance in Junior High Schools.* Prepared by Division of Educational and Vocational Guidance in Co-operation with Division of Junior High Schools. Curriculum Bulletin, 1948-49 Series, No. 4. Brooklyn 2: Board of Education of the City of New York. Pp. viii+120.
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